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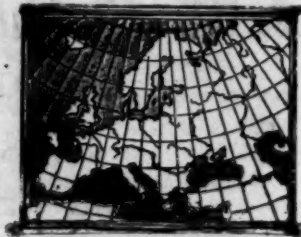
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New York, January 3, 1885.

1885.

We have taken an inventory of stock and opened a new ledger. The day-book has already several entries, and the new year is fairly commenced.

What have I? has been answered; money, stocks, houses, lands, books, knowledge, experience, friends, place—these have been inventoried. If the footings-up were good, there has been gratification, but, if the sums-total have been small, there has been regret.

But how about *What am I?* How much of patience, honesty of purpose, independence of public praise or blame, determination to do what duty demands, kindness, hope, love, and perseverance. This is an inventory that amounts to something. If the footings-up make a large sum-total, there is joy. One honest inventory of the *What-am-I's?* is infinitely more valuable than a thousand of the *What-have-I's?*

What I have is outside me, apart from me. *What am I* is inside me; it lies down with me at night; it rises up with me in the morning; thieves cannot steal it, poison cannot endanger it, fire cannot consume it, nor time destroy it. I keep it. I take it with me.

For our part we have determined to spare no pains to make the JOURNAL better in every way this year than ever before. Our ideal paper is far ahead of us, but with your assistance, suggestion, kindly criticism, and hearty co-operation we are certain to make great advancement towards gaining a much

higher plane than we have hitherto reached. Our ideal is not to *have*, but to *be*; not to *seem*, but to *do*. We want your help. Shall we have it?

EVERYONE who supplies another with help is a benefactor. If a stranger falls in the street and another picks him up, puts him on his feet, and sets him going again, he is doing well and has his reward, even though no one even thanks him. We are helpers if we are doing our duty. In fact about all the good we do in life is the service of helpfulness.

In this city a man was lying in the gutter, dead drunk. His father and mother had turned him out. A stranger picked him up and helped him; to-day he is a sober, successful man. Why? *He was helped.*

In that school-room is a teacher who is in the ruts of routine. She knows no better. It may be her fault. At all events she is there. If some one should go to her with help she would soon see in what a sad condition she is. Now she is ignorant. She wants knowledge. Give her help and she will transform her room into a living school.

How can you help her? Not by preaching or complaining. This hinders; but by putting before her the knowledge of better ways,—a paper, book, article, suggestion, question. These help. Think of these things. There is a volume of truth in these words. As the New Year comes the best resolve we can make is to become more than ever *helpers*. The immortal master, whose Christmas has just past, has brought gladness to thousands, because his words lift, and cheer, and strengthen.

We in the office, you in the school-room, can help each other more in 1885 than we did in 1884. With an honest determination to do more than ever on our part, we extend to all our readers a genuine Happy New Year!

THOMPSON'S beautiful line,

"To teach the young idea how to shoot,"

has been many times quoted; it is soundly orthodox. But who practices it? We pause for a reply. An earnest teacher of this great city said to his fellow teachers, "I declare before my Maker I do no teaching; I simply *cram*." And the rest might have truthfully replied, "So say all of us." Let us get over quoting this line and come down to facts; to make it exact change it thus: "To make the children learn lessons and recite them."

THE age has produced one first-class fault-finder and one first-class scolder. The name of the fault-finder is John Ruskin, and the cynic Thomas Carlyle. Ruskin objects to boys and girls being taught to read and write at all. He thinks most people are foolish and whatever foolish people write does others harm, and whatever they read does themselves harm. Carlyle was suited with no one. Nothing suited him. He called Gladstone

"contemptible," Dickens only a "shrewd-looking little fellow," Wordsworth a "small one," and Macaulay "all gone to tongue." He had no admiration for anything, and at last became a snarling, sneering, selfish, mean, and prejudiced thinker. His head absorbed all the juices of the heart. He is a remarkable example of what part-education can make a man. Squeeze out all sympathy and loyalty to God and man from a boy, take away health of body and concentrate everything upon the intellect, and Carlyle is made over again every time.

Training made Carlyle, and just such training is to-day making thousands of lesser Carlyles. We want reading, writing, arithmetic, and geography, but we want *education infinitely more*. A pure, cold, rigid, intellectual training is certain to make a one-sided monster like Carlyle every time. A despotism will always make despots.

HAWTHORNE in his "English Note-Book" says that "the house of Parliament makes no impression on you. The reason must be that the architect has not builded better than he knew." This is the reason some teachers make no better impression on their pupils. They build no better than they know. What does this mean? It means that they have no inspiration to do better than they now can. They have no desire beyond the routine of the day. Their highest ambition is to build just up to themselves and the text-book and the course of study and the examination. They satisfy the community in which they live, and are content. This is just what the savage does. The reason he opposes civilization is because it will lift him up. He doesn't want to be lifted up. When we make an effort to be better, and are better than we now *know how*, we are building better than we know. There is something in the true teacher far better than he knows. It shows itself in kindness, helpfulness, sympathy and love. It is better than all the geometries in creation, for geometry is born of the head, but this comes of the heart. Michael Angelo builded better than he knew when he planned St. Peter's; so did Pestalozzi when he taught at Stanz; so does every teacher who feels the true inspiration of his work.

Here is a test by which we may measure ourselves. Am I satisfied as I am? Is what has been good enough for what will be? Have I no desire to see and do better than now? There is then no doubt about where we are. It is just where all the old foggies have been and will be forever. But have you a desire to get out of the dead level of yourself? Is there something in you that says, "Do better," "be better," "know more?" Then you are now on the up grade, even though slowly. The engine of your train is tugging away to get you out of the station, (from *sto* to stand still), and pull you up to clearer air and wider vision. Your motive power must be followed—just as a train follows its engine.

An excellent list of books has been prepared by Mr. James M. Sawin, Principal of High School, Providence, R. I. Any one addressing him, enclosing a stamp, will receive his catalogue by return mail.

Our "Golden Thoughts," "News of the Week," and the "Reproduction Selections," may be made, if properly used, the means of great good. Let the selection for reproduction be distinctly read *once*, and then reproduced from memory in the hearer's own words; much would be accomplished in various ways—attention, association, invention, recollection, spelling, expression, neatness, order, method. Surely these are enough from one exercise.

We call attention to a new department recently established in the JOURNAL called the "Educational Calendar." In the first number of each month will be given the prominent literary events of the succeeding four weeks. On each of the three weeks following will be published a more minute account of a few of the most prominent occurrences. If one event should be written on the board daily, and made the subject of a brief talk, general information would be promoted, and a spirit of interest stimulated.

TEACHERS! what say you? Guilty or not guilty? Speak out! You are arraigned as prisoners at the bar. Your accuser is the "Index." Hear him. The charge brought against you is that:

"It can not be said on any good grounds that the great mass of teachers belong to the literary class; they are not readers in the best sense of the term; they do not read the books that will raise them to a higher and broader intellectual plane. As a class, teachers are not students. The intellectual delight of reading a thoughtful book is a pleasure unknown to very many of them; even the literature of the profession is not generally read."

Educational literature! What say you? Guilty or not guilty? Speak out! You are now arraigned. Page, Payne and Parker, you are prisoners at the bar. Wickersham, Johnson, Swett, stand up!

School journals and educational weeklies hold up your hands. Hear!

"Much of you is not worth reading. For the chief part, you are insipid and uninteresting. You are so intensely practical as to be practically valueless."

You are prisoners at the mercy of the court. Make haste to put in your answer, or sentence of extermination will be pronounced against all of you.

AMONG the many industrial schools, one has been recently organized in Grammercy Park of this city, where boys and young men, in the hours after school, receive information as to the handling of tools, from expert mechanics, and are at liberty to work out their little hobbies. The plan of the regular work embraces—

1. A series of physical apparatus and various appliances, made by the pupils, entomological and geological collection cases and frames.
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3. Moulding and casting in plaster, wax, sulphur, etc., galvano plastic.
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5. Biological experiments and microscopic preparations.
6. Printing (issue of a semi-monthly school paper).

(a.) The whole of the organization is the individual property of the boys.

(b.) Discipline, order, local regulations inside of the tool-house, are arranged by common agreement.

(c.) Officers are selected from among the boys for the maintenance of order, keeping books, etc.

(d.) The idea of debate and mutual agreement prevails, and in regard to the manufacture of articles for fairs and other collective activities of the members.

(e.) Graded working groups are organized according to age and occupation, every one having its foreman.

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By ASST. Supt. N. A. CALKINS.

No. III.

[These lectures were delivered at the request of the Primary Principals' Association of this city. For want of time when delivered, many points could not be treated as thoroughly as is desirable. The whole matter has been carefully revised by Supt. Calkins, and is here presented in a manner so full of suggestions and thought as to be of great value. We heartily commend what is here said to be carefully attended to by superintendents and primary teachers. No one has a better right to speak with authority.—EDITORS.]

PHONICS.

When young children first enter school, frequent exercises should be provided for training them to use their senses with accuracy. This training is especially needed in the elementary sounds of our language for developing the ability to distinguish differences in vocal sounds, without which a thorough knowledge of the spoken and written language cannot be acquired.

The first lessons in phonics may consist of single sounds uttered by the teacher and imitated by the pupils, without naming the letters that represent the sounds. Subsequent lesson should direct their attention to the sounds of letters in short, familiar words.

After these early steps have been taken, the teacher may introduce exercises on the blackboard for comparing sounds, by writing groups of words that are familiar to the children, in which the same sound is represented in two or more words—and then requesting the pupils to find two letters that sound alike, or to find the same sound in two or more words. At first only the vowels, and the simple consonant sounds should be compared. In due time the silent letters and the single sounds represented by two letters, as, *ch, th, sh, wh* may be brought to the notice of the children.

The following groups of words for comparing sounds are suitable for these exercises during the first year in school. It is better in the beginning to write only one group of words on the blackboard. When the like sounds in the words of that group have been compared, another group may be written, and so on.

GROUPS OF WORDS FOR COMPARING SOUNDS.

cat.	hen.	fin.	doll.	cup.
mat.	pen.	pin.	top.	sun.
man.	men.	chin.	box.	mud.
cake.	key.	kite.	stone.	use.
bake.	me.	pie.	stove.	cube.
slate.	see.	ride.	snow.	blue.
arm.	ball.	boot.	foot.	sheep.
cart.	chalk.	moon.	wood.	shall.
large.	warm.	two.	good.	fish.

Having selected a group of words and written it on the blackboard, the pupils may be required to pronounce each word distinctly, then to find two letters that sound alike. Suppose a pupil says: "A in cat and mat are just alike." The teacher may lead the pupil to use words similar to the following, and thereby aid them in making the comparisons: "The *a* in cat sounds like the *a* in mat," "Or the *a* in man sounds like the *a* in mat."

If the group of words, *doll, top, box*, has been selected, the pupils might say: "The *o* in doll sounds like the *o* in top"; or "The *o* in doll, the *o* in top, and the *o* in box, sound alike."

he pupils will very soon learn to find like sounds in consonants. Of the first group of words they might say: "The *m* in mat and the *m* in man sound alike." The *t* in cat and the *t* in mat sound alike."

After a few lessons the pupils will notice that some letters have no sound in the given word. As the silent letters are discovered the teacher may draw a line across them in the written words. These exercises in sounds may be varied by requiring the pupils to tell what sounds the given letters have. The teacher or a pupil may indicate the sound by a number, or by its diacritical mark, placed over the letter.

A new group of words may be written each two

or three days, according to the ability of the pupils to distinguish the sounds. The sounds of difficult and of unfamiliar words should usually be taught singly, by imitation, and from the blackboard, and generally before the words are presented in groups.

In writing groups of words for reviewing sounds that have been compared, the words should be written so that those having the same sounds shall be separated somewhat as follows:

cake,	man,	stone,	kite.
cart	ball,	doll,	fort,
slate,	hat.	snow,	nine.
arm,	chalk,	box,	wood.

The following groups will indicate the class of words that should be compared during the second and third years in school, for the purpose of giving facility in discovering like sounds; and also for the purpose of aiding the pupils in their use of language.

The words in the first eight of the following groups are intended for directing the pupils' attention to the single sounds that are represented by two letters, as the vocal and the breath sounds of *th*, the *ch* sound, the *wh* sound, the *sh* sound, and the *k* sound as represented by *ch*. Two of these groups may be written on the blackboard at the same time:

thin,	that,	both,	with,
thank.	them,	truth,	those,
three,	these,	teeth,	breath.
child,	when,	ship,	chord.
church,	whip,	sure,	echo,
bench,	which,	wish,	chorus.

The following groups of words are intended to lead the pupils to observe that the same sound is represented by different letters; and also that sometimes two sounds are joined together, and form a double sound, as *ou* in *our*, *oi* in *oil*:

nail,	fork.	bread,	bean,
they,	shawl,	said,	though,
veil,	sauce.	mend,	sew.
cow,	boy,	bough,	coin,
house,	noise,	now,	toy,
owl,	toil,	round,	soil.

In the following groups several of the like consonant sounds are represented by different letters:

vine,	caught,	bluff,	cough,
of,	cork,	enough,	Ralph,
Stephen,	thought,	touch,	Phillip,
chair,	burn,	knob,	king,
fare,	girl,	know,	ring,
there,	her,	knife,	sing,
light,	aisle,	ocean,	broth,
night,	choir,	chaise,	cost,
sight,	guide,	social,	song.

The pupils may use language similar to the following, in telling which sounds are alike: The *f* in of sounds like *v* in vine; the *o* in cork sounds like the *a* in caught; the *ph* in Ralph sounds like the *gh* in cough; the *gh* in tough sounds like the *f* in bluff.

When the pupils have become able to discover like sounds in different words, and to make proper statements concerning them, this exercise in comparing sounds may be continued in connection with the reading lessons—the teacher naming the letter or letters that represent the sound in a given word, which is to be found in another word in the lesson.

During all of these exercises in phonics due attention should be given to the development of the pupil's ability to use language in sentences. It should also be remembered that the purpose and the spirit of the lessons, and the methods of teaching that have been presented, require careful observation and the exercise of thought by the pupils; also that they shall tell what they see or perceive in such a manner as will lead to a more ready use of language.

ARITHMETIC.

The early lessons in Number and Arithmetic should be given in a manner, that will aid in devel-

Continued on page 6.

THE Broome Co., Republican, N. Y. says of Com. Lusk's report: "The Normal schools graduate hundreds of persons annually who are especially fitted and well prepared to teach, but when once they have the education these persons take their wares to other and more profitable markets. They will not teach in the common schools at the pittance which is held out to them, and so the end for which the State pays its money is not reached. How then can the desired result be obtained? In no other way save paying decent salaries to obtain the class of teachers demanded.

"The great and crying want of the schools is one for teachers who have been prepared for their duties as physicians are for theirs and lawyers for theirs, and so on. More than this the inducements should be such as to keep them in their work as a life employment and not as a makeshift for something else.

"The schools in rural districts as a rule, are in incompetent hands; they are conducted only a few weeks in the year, and the facilities for imparting instruction are of the most wretched description."

Teachers of ability and spirit cannot afford to remain for any length of time in the common schools. The most important educational question before us at present is, how to keep, in permanent and paying positions, an army of competent teachers in the rural schools!

No city in the Union has done more to encourage the observance of Memorial Days than Cincinnati, and no man has unified and popularized the practical workings of this plan more than Supt. John B. Peaslee. Memorial trees have been set out, an author's grove has been planted, and many valuable manuscripts have been obtained. The following is a list of autographic papers collected, most of them accompanied by the authors, signatures:

William Cullen Bryant—A letter on Spanish art, written at Madrid for publication.

William Hickling Prescott—Noctograph manuscript of a page of his "History of the Reign of Philip II. of Spain."

Ralph Waldo Emerson—A poem entitled "Nature."

Nathaniel Hawthorne—A letter to Mr. Fields concerning the publication of some of his (Hawthorne's) writings.

Henry Wadsworth Longfellow—A poem entitled "The Serenade."

Louis Agassiz—A letter to Mr. Fields, in reference to a course of lectures.

John Greenleaf Whittier—A poem entitled "The Summons."

Oliver Wendell Holmes—A poem entitled "Our Oldest Friend."

Nathaniel Parker Willis—A letter to Mr. Fields in reference to the publication by the latter of his (Willis') letters from Central Europe.

James Russell Lowell—An article for the *Atlantic* on the death of Arthur Hugh Clough.

James T. Fields—A poem entitled "Plymouth" (1620).

Mrs. Anna Fields—Letter of presentation.

The plan above outlined is worthy of great praise and universal adoption. In no better way can the mass of children be taught the works of our immortal authors.

PORFIRIO DIAS has for a second time assumed the chief magistracy of the Mexican Republic. The new President returns to a position which he left four years ago in what seemed the opening of a new era of prosperity, to face a situation worse in every fiscal aspect than when the revolution of Tuxtepec first brought him to the head of affairs. The task of raising the business and government of the country from its present state will be very great.

FEDERAL aid should be demanded to convert the 9,000,000 illiterates in this country into intelligent citizens.

FOR THE SCHOOL JOURNAL.

F. LOUIS SOLDAN, LL.D.

PRESIDENT OF THE TEACHERS' NATIONAL ASSOCIATION.

FRANK LOUIS SOLDAN was born in the small German republic of Frankfort-on-the-Main, Oct. 20, 1842, of which city his father was an official. He received his education in Germany prior to his departure in 1863. He was not yet twenty-one years of age, but had commenced to make a mark in the world. He arrived in New York city in June, 1863, and remained there until the autumn of that year, when he went to St. Louis, after having signed a contract to assist in the conduct of a private school which was a model of its class at the time mentioned.

Mr. Soldan took the entire control of this school in the following year, and conducted it for four years. Next we find him hard at work in the St. Louis High School, after which he was made assistant superintendent of public schools. He was thus occupied as Mr. W. T. Harris's associate in office, during two years, succeeding which he was placed in charge of the Normal School, which position together with that of the principalship of the Franklin School (a large school of twenty rooms) he has held ever since. He is well known in his own city as a teacher and a lecturer on literary and philosophic subjects. For the last five years he has delivered each winter from 20 to 40 lectures on Dante, Faust, Kant, and other similar subjects. Of his literary work, his educational essays, "Culture and Facts," "Memory," "Grube's Method in



F. LOUIS SOLDAN, LL.D.

Arithmetic," "The Century and the School." The essays, "Dante's Inferno," "The Paradiso," Bencke's "Psychology," and his translation of Hezel's "Philosophy of Religion," deserve mention.

Mr. Soldan has achieved a national reputation. He is an indefatigable, enthusiastic worker in his profession. Even his vacations are filled with unremitting application, and last summer found him at Martha's Vineyard lecturing, just as previous summers witnessed his tireless devotion to the cause of education in South Carolina, where "he found his way to the hearts of the people, and his wise words found a lodgement in the memories of all the teachers present." To quote again, he "is a genial, full-minded man, whose words are often quoted by those who have heard them."

It appears from the report of the State Superintendent of Instruction that fifty-three per cent. of the children of school age in N. Y. State attend school. The public schools will only accommodate thirty-eight per cent. of the school census in the cities.

PROF. JAMES JOHONNOT, the well-known author and Institute conductor, recently gave the following hints on the subject of Physiology and Hygiene.

OUTLINE OF SUBJECTS.

1. The body and its parts. 2. Eating and what comes of it. 3. Digestion and how it is carried on. 4. Purification of blood or respiration. 5. Nurture; circulation. 6. Motion. The body must move—muscles. 7. The body must stand—bones. 8. The body must be covered—skin. 9. Motion must be directed by nerves. 10. How the mind gets knowledge and expresses it.

HYGIENIC LAWS.

1. Avoid hard substances. 2. Avoid sudden changes of temperature. 3. Clean the teeth five times a day. Narcotics produce: (a) Excessive flow of saliva; (b) vitiated flow of saliva; (c) foul breath. 4. Eat slowly and swallow slowly.

EFFECTS OF ALCOHOL.

1. It stimulates an excessive flow of gastric juice. 2. It hardens the coats of the stomach by absorbing the moisture. 3. Alcohol in hardening prevents the secretion of gastric juices without the presenting of more nutriment. 4. It is carried by the absorbents into the liver—hence hardening the liver, which is much more fatal than the hardening of the stomach.

SUPT. LUNN, of Sauk Co., Wis., makes the following record in a recent circular. He says: "Last year, out of 290 applicants examined, 288 made no effort for any but the lowest grade of certificate which the law tolerates. 121 taught on licenses because many of our schools had to be supplied by teachers who did not know enough to get a full third grade; 270 had not read any part of the year's Course of Reading; 250 were not members of the Teachers' Library from which they might draw good books for less than a penny a piece; 115 had not read anything through but novels for a year back; 205 did not report a single day at institute; of 340 school reports, 180 did not specify any experiments being tested; 165 had no busy work to please primary pupils; and after promising to make a full report, over a third failed to send one. Many teachers (1) in Sauk county have not read, nor even looked through a work on teaching, and cannot give a valid reason for anything they do, but simply follow tradition."

The record is complete with one exception. It does not tell how few copies of educational papers are taken. Is there another superintendent who is willing to tell the truth? The county of Sauk Wis., is by no means the worst in the Union; in fact, if the exact truth were known, we believe it would stand very well. It is half a cure to know the disease. Superintendents must not be afraid to confess their own sins as well as the sins of their teachers.

THE proposition was before the Boston school board a few years since, of making the appointment of teachers permanent instead of electing them annually. President Eliot, of Harvard, declares that the permanent appointment of teachers would raise the profession in the eyes of the public, and would rouse a wholesome ambition in the teachers. He also says that teachers being assured of continued employment would be willing to take lower salaries, knowing that by such engagement their salaries would not be cut down. He recommends the pension system established in France, whereby a small percentage of the salary of the individual employed by corporation, government, etc., should be reserved, and an equal amount added to it each year, the same to be invested and form a fund, the interest on the whole amount thus deposited and added from year to year, being added to the sum total. By this method of adding and compounding the interest with the principal, a rapid increase would take place, so that, at the end of twenty or thirty years' service, the person in whose behalf the fund was created would have enough to support him for life, or with which to purchase a handsome annuity.

oping the use of language by the pupils, as well as the habit of careful thinking. Indeed, during the lessons of each subject of instruction, the use of language by the pupil to express the thoughts and facts observed by him should be made one of the prominent means of instruction—not memorized language, which has been given by the teacher, but the child's language, so far as it is practicable. There may be general forms of expression, given to suggest a proper way of making the statements concerning a subject, but the words used by the pupils should be made by them to differ, at least so far as may be necessary to describe the different facts. Let the pupil be encouraged, first, to tell their thoughts in their own words; afterward the necessary corrections should be made to remove errors, and to make the language conform to the facts under observation.

Training in the use of language in connection with oral lessons in number should begin in the lowest grade of the primary school. The repetition of a question by the pupil, before answering it may be used in special cases, as an aid for this purpose, but the use of language will be acquired more successfully by leading the pupils to make and answer their own questions.

After the pupils have had lessons in counting, adding, and writing numbers below ten, the teacher may write on the blackboard the numbers 1, 2, 3, and then request the pupils to make questions with the numbers written, somewhat as follows:

"If a boy had *one* pencil in one hand and *two* pencils in the other hand, he will have *three* pencils in both hands."

Another pupil might say:

"A little girl had *two* dolls, her mamma gave her another doll, then she had *three* dolls."

Other pupils might say something like the following:

"A boy had *one* top, and his father bought *two* more tops for him; then he had *three* tops."

"A boy had *three* sticks of candy; he ate *one* of them, and then he had *two* sticks of candy left."

"A girl had *three* dolls; she gave *one* doll to her playmate, then she had *two* dolls."

"Henry had *three* apples, and gave *two* of them to his schoolmates; then he had *one* apple left."

After a little practice the children will not only make and answer their own questions with readiness, but they will take more interest in them than is usually shown when answering the teacher's questions; besides they also will be learning to use language to express *their own thoughts*.

When the pupils are able to add simple examples on their slates, questions similar to the following may be given:

"In one class in school there are 18 boys, and 28 girls. What can you find out about that class? How will you do it?"

"A man paid \$35 for coal, and \$9 for wood. What can you find out about these numbers? How did you do it?"

"A man paid \$175 for a horse, and \$80 for harness, and \$145 for a wagon. What can you find out? How?"

In each case, after stating the problem, the teacher should require the pupils to tell *what can be found out*, before they are allowed to do anything with the numbers. They should also be required to tell *how* they can do it, or after doing it, to tell *how they did it*. The important point to be secured is, to teach the pupils to *consider the question and decide what is required, before they attempt to take the steps for obtaining the answer*.

To pupils who have learned to add and to subtract, questions similar to the following may be given:

"Fifty boys belong to a class; 48 boys are present. What can you find out about the boys of that class? How did you do it?"

A man gave 45 dollars each for two cows; 178 dollars for a horse. What can you find out?"

In a similar manner questions may be given for pupils who have learned the simple process by multiplication and division that will lead them to a thoughtful consideration of the conditions stated, and to a better understanding of their lessons in arithmetic. By such methods the pupils will be trained to think, and to use language so as to express their thoughts in an intelligent manner.

FOR THE SCHOOL JOURNAL.

TEMPERAMENTS.

MIND ARTICLE, NO. XVI.

Since the mind receives all of its knowledge through the body, it follows that the character of the body must influence the nature of the impressions. All do not receive the same impressions from the same objects, because they do not pass through the same media.

It is difficult to define temperaments; in fact, it is not necessary to define them. From ancient times, with great unanimity, they have been classified as four—

SANGUINE, NERVOUS, BILIOUS, LYMPHATIC.

It is self-evident that teachers should understand temperaments for each demands a different treatment. The nervous child would be utterly overwhelmed by a punishment that would hardly move a lymphatic one. Teachers should study their own temperaments, that they may know what to cultivate and what to repress, for one's temperament may be much modified by habits and culture; in fact, by diligent practice it may be greatly changed. No temperament is perfect; neither has any person one entirely pure. There are all grades and qualities.

A diligent study of what we give below, with the help of an honest friend, who is courageous enough to tell the truth, is however unpleasant it may be, will reveal more than a hundred "phrenologists" whose self-assumed assumptions are only equalled by the profundity of their ignorance. When pure, the various temperaments may be known by the following characteristics;

I. NERVOUS: *Vital: Brain.*

PHYSICAL.—Head large; abdomen small; nerves active; hair fine, silky, often white in childhood, often black in maturer years; skin thin, transparent; eyes bright, vivid, expressive; figure delicate, slender, often lean; motions quick.

MENTAL.—Mind moves actively; great love of poetry and music; often reticent; thinking much but saying little; often great love of nature; has ability to read thoughts from expressions of the face and motions; afraid of the dark; imagination very active; often slow to bestow confidence, but possessed of deep feeling; usually honest and open hearted; when the digestive organs are not vigorous there is apt to be great mental disturbance and melancholy, producing a desire for quiet and solitude, with serious and religious feelings; when united with a little of the sanguine temperament it produces a meditative condition, delighting in a world of ideal creatures; often found lamenting over a lack of goodness or greatness, and longing for scenes or places of ideal perfection. When this temperament is not pure there is apt to be great irritability and lack of tongue restraint.

II. SANGUINE:—*Circulatory; Lung.*

PHYSICAL.—Lungs and arterial system large, pulse stroke; muscles round and well filled; organism genial, warm; hair usually red or auburn; eyes blue; skin fair, reddish tinge; cheeks flush quickly; emotions of the mind quickly seen in the face; chest full; limbs rounded; countenance animated.

MENTAL.—Ardent and lively feelings; sudden emotions; transient affections; quick passions; impetuous desires; strong propensity to mirth; easily accustoms itself to a life of gaiety; excessive grief with floods of tears, which soon pass away; constant tendency to excess and exaggeration, intense expression and passion; resolutions suddenly taken, immediately executed; liable to be greatly in love with music, dancing, painting, eloquence; rushes on "where angels fear to tread"; widely prevalent in the French nation; often found among the Irish and Scotch.

The Bilious and Lymphatic will be described next week.

THE SKY LARK.—Up springs the lark,
Shrill-voiced and loud,
The messenger of morn.—JAMES THOMPSON.

FOR THE SCHOOL JOURNAL.

NEW TEXT-BOOKS.

BY Supt. F. B. GAULT, So. Pueblo, Colorado.

"The most eminent talent of the country is now enlisted by the great publishing houses in the preparation of school-books. The trouble in schools is to find teachers competent to use wisely the best we have."

Thus a writer contrasts text-books with the teachers, to the disadvantage of the latter. As applicable to the great mass of teachers, the proposition is a truism. It is readily admitted that many teachers are behind the text-books; that in their hands the best book is little better than the poorest; that new and valuable features not being understood, go by default. From this class of teachers there is little to hope. In the hands of another and respectably large class, the text-book, by what it contains and suggests, leads the teacher to intelligent and attractive work which, unaided and uninspired by such agency, she could not do. I am charitable enough to believe that there is still another class of teachers, numerous, discreet, and skilled, real leaders in the educational movement of the times, who are far in advance of the text-books, even though written by the most eminent talent, and published by the greatest publishing houses. To many, one of the most assuring evidences of educational progress is the present perfection of school books in subject matter, method, artistic, and typographical excellence.

Authors and publishing houses vie with each other in supplying the best books. While I mean no disparage of any author or publisher, I think I state an important truth, which, though not original, is nevertheless too often overlooked in discussing the merits of text-books, when I say that the very best schools in the land are to-day far in advance of the best text-books published. It is noticeable that as a teacher increases in real conscious, teaching power, the more she frees herself from blind or servile adherence to any text-book, and the more completely she places all text-books, old and new, in contribution to her purposes, assorting, arranging, and adapting material to the precise and well understood needs and conditions of her class. The teacher who knows child-mind and the subject she would teach, will find a method or a line of work suiting the case exactly, or make it.

Rapid and marked as has been the improvement in text-books, in my opinion the schools have by far distanced the most expert book maker. There is not an arithmetic, geography, spelling-book, or language-book that in matter or method approaches the very best work of the very best teachers of the day, in those branches.

Non-essentials are still too highly magnified; too little helpful drill and illustration of the fundamental principles; the development is poor and unnatural; too much confusion in incidentals, while the main issue is not kept sufficiently prominent.

In too many instances the heralded "new features" are found upon inspection to consist of the ordinary stock features of all books, rearranged or rephrased. Aside from artistic embellishments and typography, how many newly published text-books are essentially and decidedly better than older series?

Frequently text-books are written by college professors, who, though knowing well the science of which they treat, often fail to produce a thoroughly usable book, because not in direct contact and active sympathy with the modern public school. Some superintendents have written good books, which, however, too often betray the fact that these eminent educators are not sufficiently in the field, in the heat of battle, to give the book the vitality, elasticity, and development, we always anxiously expect, and do not quite realize.

Again, I imagine many books are written in vindication of a scholastic theory or to stand the test of the critic, who judges by conventional standards, not for the boys and girls who should acquire the best knowledge in the best way.

In studying this matter, I always conclude that all text-books are good in many particulars, faulty or defective in others, and a teacher does well to

passess many, for aid and direction will be gained from any and all.

My point is this: That text books do not determine the standard of the best schools. It is the good school that makes an improved text-book necessary and possible. Those who depend largely upon the quality of the text-book to make good schools, are doomed to disappointment. But those who depend on good teachers for good schools, will have every expectation justified, and there will be fewer changes in text books, *albeit*, on the teacher's desk will be found many of these invaluable suggestive instruments, and well worn at that.

FOR THE SCHOOL JOURNAL.

EXAMINATIONS.

By E. O. HOVEY, Prin. High School, Newark, N. J.

Now is the winter of our discontent, or rather the week of our examinations. Of all the subjects now exercising the minds of our educational men, perhaps no one is more in their thoughts than the subject of examinations; and it is worthy the attention of all educators. It is quite the thing just now to decry all examinations as evil, only evil, and that continually. Some nervous, ambitious girl has studied so hard, fearing a low percent., that she has sickened and died—died from an overworked brain—and immediately friends and editors cry out against examinations as being guilty of the slaughter of many innocents.

There are two classes of teachers that would have examinations banished from the school-room.

The first class consider themselves at present girt about with inelastic bands. They would lay aside their books and go forth into the woods and fields and study nature, and get sermons from rocks. All very beautiful in theory and poetry. These teachers would be untrammelled by anything or anybody, but would roam at their own sweet will. The world of to-day is too practical, too matter-of-fact for such teachers.

Another class of teachers fear examination day, for by it is their work to be tried, and they fear the work will not satisfy the principal or superintendent—'twould be so much easier to teach if no one was looking on. Such teachers are in a hurry to have school close at night, and think we ought to have more holidays and longer vacations.

I am a firm believer in the utility of examinations. Experience has taught me that they are useful to teacher and to the pupil; by them the teacher learns his weaker points, learns where he must put more strength, and the pupil learns that there is something beyond the daily recitation—that thoughts and facts must be mastered.

On Whittier's recent birthday the following program was followed in the Congress School, Bridgeport, Conn. How many other schools observed this Memorial Day?

"Once More the Year Laughs Out," Chorus; "Whittier's Early Life," Miss Phipps; "Extracts from Snow Bound," Miss Tolles; "Barefoot Boy," Master Hendrickson; "Come Once Again," Chorus; "Whittier's Manhood," Master Johnson; "Quotations," Miss Tracey, Master McElroy, Nelson and Lill; "The Witch's Daughter," Miss Wedge; "Angel of Patience," Chorus; "Stories about Whittier," Master Lounsbury; "The Yankee Girl," Master Flather; "Barbara Freitchie," Master Sanborn; "O, Painter of the Fruits and Flowers," Chorus; "Associations Connected with Whittier's Poems," Miss Gerard; "In School Days," Miss Hincks; "Quotations," Miss Brundage, Miss Burns, Masters Fones and Atwater; "Quotations," Miss Scofield, Masters Bennett, Jones and Walker; "The Corn Song," Chorus; "Whittier's Home," Miss Clyne; "The Swan Song of Parson Avery," Miss Harty; "Abraham Davenport," Concert Exercise; "An Artist's Visit to Whittier," Miss Morris; "Tribute to Whittier," Chorus.

The nettle is now being cultivated in Germany, where its fibre, which can be spun into an exceedingly fine thread, is made into a variety of textile fabrics.

THE SCHOOL-ROOM.

FOR THE SCHOOL JOURNAL.

PRIMARY LESSONS IN PHYSIOLOGY. NO. II.

By ANNA JOHNSON, New York.
BONES.

Have the back-bone of a fish, the back-bone, breast-bone, ribs, bones of legs, and wings of fowls, and also bones of animals to show to the class.

Ask the children to feel of their bodies and find something hard in them. What name shall we give to this hard part of our bodies? Try to find some place where you cannot feel the bones. Can you find any such place? If some of the fat children think they can, refer to the lean ones, and let the class decide what the trouble is. In what parts of our bodies shall we say our bones are placed?

Show the breast bone of a fowl. How many know from what part of the bird this bone came? Find your own breast-bone. Feel if it is the same shape as this. What shape is it? Why has the bird this shaped bone? Where does the duck live? What does he do in the water? What do men make to go in the water that has this shape? Why? Do all birds live in the water? Where do some live. Show that the motion of flying is similar to swimming.

Ask them to run their fingers down the middle of their backs and tell what they find. Does it feel like the breast-bone? Do you know why it does not? Show the vertebrae of the bird and fish. Separate the small bones. Can you tell why we have so many small bones in the back? Ask them to pick up something from the floor. What shape was the back-bone when you stooped? Put your hand to the floor without bending your back. Which is the easier? If the back-bone were one straight bone, in what position would the back always be? Can you tell why the back-bone is made up of so many small ones? Did you ever notice the fishes swimming in the water? Show me with your hands how they move their bodies. Why are they able to do so?

Feel of the sides of your bodies from the back-bone to the breast-bone. What do you find there? Do you know how many ribs you have? How are they placed? What parts of a barrel are like ribs? Show a picture of the ribs. Where are they fastened in front? Are all the ribs fastened to the breast-bone? Which are not? Show picture of compressed ribs, and ask them to tell the difference. What could be done to the ribs to make them look so? Which is the right position? What are placed within the ribs? Have them place their hands on their chests. What do you feel the chest doing? What makes it move? Place the hand farther down toward the left. What do you feel there? Could we live if the heart stopped beating, or the lungs stopped breathing? Then, if we press the ribs, what two very important parts of the body do we injure? Where are the ribs fastened in the back?

Feel of the bones in the arms and legs. What shape are they? Show the leg and wing bones of the fowl. Let them see which part has one and which has two bones. Have them count the bones of the hand. If they are not sure, let them count the bones of hand and foot in the picture. What would we say of the length of these, compared to the length of the arms and legs?

Let them find the bones in the front part of the neck, and give the term collar bones.

Feel of the head. Show picture of the skull. Where do we do our thinking? What is that part of the head called? Tell them the skull is the box in which the brain is placed. Find some bones in the face.

What are the different shapes of the bones? Name some long bones; some short bones; some flat bones; some irregular-shaped bones.

What is placed over the bones? In building a wooden house, what is built to fasten the outside to? What is the frame-work of our body, or house? Of what other use are the bones? Can you think what the skull and the bones around the eyes are for?

Show the skeleton, and give the term. Tell them there are over two hundred bones in the human body.

Is there any difference between children's and old people's bones? Which are more apt to break their bones when they fall? Why? Tell them the bones are composed of mineral and animal matter; the mineral matter makes the bones hard and stiff, and the animal matter makes them tough and elastic; and that children have more animal matter in their bones, and thus they are not so brittle.

OF THE SCHOOL JOURNAL.

A REPRODUCTION EXERCISE.

TRAVELING IN THE TIME OF THE REVOLUTION.

(Copyrighted by E. R. Shaw, Yonkers, N. Y.)

A voyage across the ocean to London or Liverpool, a trip across the prairies to the Pacific coast, is at present performed with more ease and comfort, and with quite as much expedition as, a hundred years ago, a journey was made from Boston to New York. It was commonly by stages that both travelers and goods passed from city to city. Insufferably slow as such a mode of conveyance would seem to an American of this generation, it had, in 1784, but lately come in, and was hailed as a mark of wonderful progress. The first coach-and-four in New England began its trips in 1744. The first stage between New York and Philadelphia, then the two most populous cities in the colonies, was not set up till 1756, and made the run in three days. The same year that the Stamp Act was passed a second stage was started. This was advertised as a luxurious conveyance, "being a covered Jersey wagon," and was promised to make the trip in three days, the charge being two pence per mile. The success which attended this venture moved others, and in the year following it was announced that a conveyance, described as the Flying Machine, "being a good wagon with seats and springs," would perform the whole journey in the surprisingly short time of two days. This increase of speed was, however, accompanied by an increase of fare, the charge being twenty shillings for the through trip, and three pence per mile for way passengers.

When the Revolution came most of these vehicles ceased to ply between the distant cities; horse-back traveling was resumed, and a journey of any length became a matter of grave consideration. On the day of departure the friends of the traveler gathered at the inn, took a solemn leave of him, drank his health in bumpers of punch, and wished him God speed on his way.

With the return of peace the stages again took the road; but many years elapsed before traffic over the highways became at all considerable. While Washington was serving his first term, two stages and twelve horses sufficed to carry all the travelers and goods passing between New York and Boston, then the two great commercial centres of the country. The conveyances were old and shuffling; the harness made mostly of rope; the beasts were ill-fed and worn to skeletons. On summer days the stages usually made forty miles; but in winter, when the snow was deep and the darkness came on early in the afternoon, rarely more than twenty-five. In the hot months the traveler was oppressed by the heat and half-choked by the dust. When cold weather came he could scarcely keep from freezing. One pair of horses usually dragged the stage some eighteen miles, when fresh ones were put on, and, if no accident occurred, the traveler was put down at the inn about ten at night. Cramped and weary, he ate a frugal supper and betook himself to bed, with a notice from the landlord that he would be called at three the next morning. Then, whether it rained or snowed, he was forced to rise and make ready, by the light of a horn lantern or farthing candle, for another ride of eighteen hours. After a series of mishaps and accidents such as would suffice for an emigrant train crossing the plains, the stage rolled into New York at the end of the sixth day.

JOHN BACH McMASTER,

History of the U. S. Permission of D. Appleton & Co.

TABLE TALK.

You ask for suggestions for ornamenting the school-room. The school-room needs bright colors. What would be too bright for a parlor would simply give the school-room a cheerful appearance.

If there is an organ in the room it needs a bright and pretty spread: this can be made in a few minutes of canton-flannel and the edge can be trimmed both neatly and quickly with feather stitching. I have a very pretty spread of scarlet canton-flannel, feather stitched, with fine yarn a shade darker.

Pictures may be had with almost no expense. If possible, a part of the board should be reserved for drawing, and any teacher can learn to draw very well on the blackboard. No teacher should try to teach a primary school unless she knows something about drawing.

It is a very simple matter to save pretty wood-cuts. They are often suitable for the school-room. Cut out a large piece of paste-board so that it will be enough larger than the picture to make a wide margin. Cover this neatly with bright cloth (canton-flannel is good), and paste the picture on the front. It is then ready to hang in the school-room. I find that if a narrow rim of white is left around the picture it has a better effect; the margin of bright cloth taking the place of a frame.

Com. F. Propst puts in a strong plea for practical teaching. He says that he lately visited a school and while the arithmetic class was reciting was requested to ask some questions. He asked: "How would you find the number of yards it would take to carpet a room (giving the length and breadth) if the carpet was $\frac{1}{2}$ yd. wide?" They failed to give any information.

"How shall I make my school room bright and attractive," is one of the first thoughts of a "live" teacher. If it be summer, flowers can be used, but winter decoration requires a little more time and thought. In many country schools there are no curtains. Take paper; cut sheets of a light brown in the shape of lambrequins. All around the edge, fasten with mucilage a border of small pressed ferns and autumn leaves, pasting some of the larger ferns and leaves in the center. In the spaces between the windows, place groups of pretty advertising cards. Over the blackboard and at the end of the room place the largest cards, which, by the way, look better if framed. This may be easily done by cutting strips of pasteboard and on these gluing acorns and acorn cups, with bunches of acorns on the corners. Fasten the strips together before the acorns are put on. Bitter-sweet and pressed leaves may be used in the same way.

Write a motto on the board with colored crayons, enclosed by a scroll or a banner. Get the children interested and they will bring their treasures, in the shape of cards, pressed leaves, etc. The boys like nothing better than to go to the woods for acorns and bitter-sweet, especially if the teacher and girls go with them. An empty peach-basket, lined with a piece of Turkey-red calico, might be kept by the teacher's desk for waste paper. An old crayon box might be varnished and decorated with pictures to hold broken pieces of crayon. A few of such little arrangements will entirely change the appearance of the room.

There are some simple enough to suppose that because a misspelled word is now and then printed in our paper, it is owing to the fact that no one connected with this office knows how to spell it. For example, the word *untidiness* was spelled *untidyness* in our last issue. In looking to day in one of the last editions of Webster's Unabridged Dictionary we saw at a glance an orthographical error. The word stands at the commencement of a line, and has probably been read a hundred times by careful proof-readers,—but there it stands. Was it ignorance or carelessness? Did you ever misspell a word in your letters? Do you ever consult a dictionary when you are writing? Why? Be merciful, then, to others, especially proof-readers.

From time to time we have asked our correspondents not to send us questions that pertain to the sphere of text-books, expecting us to answer through the JOURNAL; but still they come: "Please solve this problem," "Please analyze this clause," "Please parse these words"—signed, "A Subscriber." Now, good friends, please don't! The JOURNAL is dedicated to education; these things do not educate. If you need help, however, we are willing to help you if you will send stamps, name and address, so that we can mail you an answer if we do not choose to publish it.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and put into this department on another.
3. Be pointed, clear and brief.
4. We cannot take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

We will not guarantee an answer to any question unaccompanied by the writer's full name, address and stamp, for we are able to publish but a small portion of the letters of inquiry, and must select those we judge to be of the most general interest.

What is meant by this question: Find the locus of all the points whose distances from two given points are in a given ratio?

[A locus is the line or surface, all of whose points have a common property which does not belong to any other point. Thus if a line, A B, is perpendicular to a line, C D, at its middle point, every point in A B is equally distant from the extremities of the other line, C and D. A B, therefore, is the line locus of all points equally distant from C and D. Locus is the Latin for place. In the problem given above, let A B C be a straight line—A—B—C. Let the distance A B be to the distance B C, as (say) 3 to 5. Extend this line from A and measure on it from B, a distance equal to the product of the terms representing the ratio (3 and 5) divided by their difference, $2\frac{1}{2}$, and from this point D ($7\frac{1}{2}$ units from B) as a center describe a circle with D B as a radius, then the distance of every point in this circle, from A and C, will be in the given ratio. Now as this circle, when revolved upon the line D C generates the surface of a sphere, the surface thus described will be the locus of all points, whose distances from A and C are in the given ratio.—C J.]

(1) Are any of Whittier's poems set to music? If so, where can I get them? (2) This example, found in applications of Percentage in Milne's Arithmetic, I can solve only by the given algebraic equation. Will you please publish an arithmetical solution? "A merchant sold a quantity of goods at a gain of 20 per cent. If, however, he had purchased the goods for \$60 less than he did, his gain would have been 25 per cent. What did the goods cost?" Equation— $x - 15 = \frac{1}{4}x + 60$. E. F.

[(1) Write to Ditson & Co. "My Psalm" is sometimes sung to a familiar hymn tune. (2) Your algebraic solution is not correct. The solution by percentage is as follows: He gained 20 per cent of the real cost. But if he had purchased them for 100 per cent of the real cost less \$60, his gain (i.e., 20 per cent of real cost) would have been 25 per cent of this supposed cost. Therefore 20 per cent of the real cost = 25 per cent of the supposed cost, or, 20 per cent of real cost = 25 per cent of real cost less \$15; whence 5 per cent of real cost = \$15, and whole cost, therefore, = \$300.—ANS. Your solution gives \$1500, which is, of course, wrong.—C J.]

On page 308 of the SCHOOL JOURNAL of November 23, 1884, in "Letters" column, "J. D. N." in answer to the question, "What is meant by long and short terms of Congress?" says that each Congress has one long and two short sessions; that we will have a short session from the first Wednesday (Monday) of December to March 4th, when the new members will take their seats, and hold till adjournment, in June or July a short session. J. D. N. confuses a session and a term. They have no relation to each other whatever; a short or long session having nothing to do with a short or a long term. A man elected for a long term is elected for a full term of two years; a man elected for a short term is elected to fill a vacancy made by death, resignation, or otherwise. Furthermore, there will be no short session of Congress next spring unless the new President should see fit to call an extra session, which might be very long. He will convene the Senate in executive sessions on March 4th, merely to act on such appointments as he may desire to make for Cabinet positions, etc., etc., but such a session of the Senate is not a session of Congress. J. W. M.

(1) Is white a color? (2) Do ocean steamers sail through the Suez Canal? (3) When the Vice-President of the United States is called upon to fulfill the duties of President, is there another senator appointed or elected? (4) If both President and Vice-President of the United States be removed from office, who takes the chair, or what provision is made in that case?

[(1) No, but a composition of all the colors. (2) Yes, if you use "sail" in the same sense as "making a passage." (3) No, the constitution allows but two senators from each state. (4) Dr. Andrews of Marietta College, says in his Manual of the constitution, "Congress has provided by law that in case of the removal, death, resignation, or inability of both President and Vice-President, the president pro tempore of the senate, and in case there is no such president, the Speaker of the house of Representatives shall act as President until the disability be removed or a President elected." Congress has given some attention to a better provision for presidential succession but has taken no action as yet.—B.]

Please explain first part of Section 2d, Article 1st, in Constitution of United States, viz.: The House of Representatives shall be composed of members chosen . . . of the State Legislature?—F. H.

[Prior to the adoption of the Constitution, under the Articles of Confederation, Representatives were chosen

for one year, and in such way as the Legislature of each State should direct, thus allowing a lack of uniformity in selection. The design of this section of the Constitution is to secure greater efficiency, through longer experience, by making the term two years; to secure uniformity of choice, by the people, and at the same time to make these members distinctively the representatives of the people, the States having theirs in the Senate.—J. W. M.]

(1) Why is the capital of Holland called the Hague, and not Hague only. (2) What is the Black Hole of Calcutta? F. S. S.

[(1) The Dutch name 's Gravenhaag means, literally, "the count's hedge, grove, or wood." It owed its origin to a hunting seat of the Counts of Holland, situated in a wood. In 1250 this became a palace, and many other houses were erected around it. The Hague is simply the hedge. (2) In 1757, Calcutta was captured and plundered by the Nabob of Bengal, and many of the English were taken prisoners and died from suffocation in the Black Hole, the prison of the garrison, where they had been placed for safe keeping.—S.]

What is the difference between ten miles square and ten square miles, or nine square feet and nine feet square? E. C.

[Take inches instead of feet or miles. Draw a square inch on a large sheet of paper. Join eight more square inches to this, and you have nine square inches. They may be joined horizontally, or vertically, or irregularly. Now draw a square that is nine inches each way, and you have a nine inch square, containing 81 square inches.—B.]

(1) Where can I find Josephus' Works for sale? (2) When a car is passing round a short curve, the outside track is further round than the inside. As the axle turns, please explain how it gets round. M. A. T.

[(1) See Book Department of the JOURNAL. (2) There must, of course, be a slipping of the wheel, either on the inside or outside track. If on the outside, forward; if on the inside, backward. The disposition of weight above may determine which of these will take place.—C. J.]

Mr. Editor: what would you advise for a young man twenty-five years of age who has taught four years, holds a first grade county certificate, but who feels a burning desire to go to a good school and graduate. J. W. R.

[Would advise him to go by all means if he intends to be a teacher. Teaching is a profession, and should be studied just as any other. Take a thorough course at a good State normal school, and supplement it by a thorough study of the best educational works.—B.]

(1) Who is Emperor of Brazil at the present time? (2) What is the capital of Bolivia? (3) For what are green turtles used? (4) Which is right? Two is contained in fourteen or two is contained times in fourteen? (5) What are the capitals of West Virginia and Louisiana respectively? L. K.

[(1) Don Pedro. (2) La Paz. (3) Food much prized by epicures. (4) The latter. (5) Wheeling, Baton Rouge.—S.]

Please give the grammatical construction of the marked words in the following sentence: "My going there will depend on my father's giving his consent."

A. G. S.
["Giving" is a present participle used as the base, or principle word, of the prepositional phrase introduced by "on" and governed by "on." "Father" is in the possessive case limiting "giving," called by some a "possessive modifier," or a noun used as an adjective modifier.—C. J.]

(1) Can water be forced over two hills of the same height without an air hole on second hill? (2) Are there any settlements on the Antarctic Continent? (3) Why does not United States History give the entire names of the Kings of England? J. P. L.

[(1) Yes. (2) No. (3) The Kings, as kings, are not known or spoken of by any other names. The family name of Stuart, or Hanover, etc., is given in many United States Histories.—S.]

Please suggest some quiet games for pupils to play during recess hours in a district school where there are all ages from 7 to 10. O. E. H.

[Will our readers send descriptions of such games and we will publish as many as possible. Thus all will be benefited.—Eds.]

(1) What is the price and where can the Inventional Geometry, mentioned in JOURNAL of June 28, 1884, by Prof. E. R. Shaw, be obtained? (2) Can one teach it by studying it first by himself without a previous knowledge of it?

[(1) Of D. Appleton & Co.; price, 45 cents. (2) Think it would be possible.—B.]

Please publish a model of report blanks. A. J.
[Have not the room to spare. Supt. S. B. Wilson, of Faribault, Minn., has originated some model ones. Address him with stamps for sample.]

Is it proper to say a noun is the object of a preposition? JAMES ARNOT.

William, Minn.
[Yes.—J.]

Who publishes "A History of the United States in Rhyme," by Robert C. Adams? [D. Lothrop & Co., Boston.—B.]

Are there still British, Dutch, and French possessions in Guiana?

[Yes.—B.]

EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.

Our readers would like to know what you are doing. Will you not send us the following items: Brief outlines of your methods of teaching; interesting personal items; Suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them.

EDITORS.

ARKANSAS.—At the last session of the State Teachers' Association, held at Morrilton, in June, 1884, the following resolution was unanimously adopted:

"Resolved, That a committee of three be appointed by the president to prepare an address to the members of the next general assembly, urging the importance of the establishment of a normal school for the special training of teachers for our white schools." O. F. Russell, Josiah H. Shinn, and M. P. Venable were appointed such committee, and have fulfilled their duty, urging the consideration of this important matter.

BROOKLYN.—Public School No. 9, Brooklyn, has some unusual features, of which we learn through a little paper published by the pupils. Every Monday afternoon the first grade boys read interesting facts relating to geography, science, biography, history, etc. The upper classes add an originally designed initial letter to their compositions. The literary society of the school is quite an institution, and works in various ways—tree planting, savings bank, industrial, charitable, etc. We hope to visit this school soon and make a personal report of its workings.

CONNECTICUT.—Mr. P. T. Barnum has placed in the hands of the Treasurer of Bridgeport the sum of \$1,000, the interest of which is to be used in purchasing two gold medals, to be offered each year to the two students in the High School who shall pronounce the best two English orations. It is to be known as the Barnum Prize Medal.

INDIANA.—Prof. O. Z. Hubbell, Supt. of Elkhart Co., has made some daring innovations upon the routine work heretofore seen in the schools of the conventional examinations, and "smatter" and "cram" have disappeared. The machine work and daily drill have given place to an intelligent effort to develop the mind, and to the adaptation of methods to the known laws of mental growth. He believes the teacher must study the individual pupil. That the pupil should not be lost in the class. Teachers should have no more pupils than will enable them to study each one. The effect has been electrical, and though not yet fairly tested, his methods promise a great benefit to the schools.

IOWA.—Few schools are sending out so many good teachers as the Decorah Institute. Last year's enrollment was 446. Much attention is given to methods of instruction.

The plan of classifying and grading the rural schools is now receiving large attention in Iowa. County Supt. W. M. Welch has prepared a classification register, which has been introduced into many counties. It includes a course of study, and contemplates examinations and command school diplomas on a plan similar to the one which has been in successful operation for two years past in Chickasaw county. Monthly reports are required of the teachers, which give a clear idea to the Co. Supts. of the state of the school.

J. A. L. Supt. Wernli, of Plymouth Co., Ia., one of our most efficient educators, has issued a stirring circular to his teachers and school directors. His county has been awake and doing much thorough institute and association work, but he thinks they are ready for a step in advance. He adopts Supt. Welch's register.

The High School at Fayette has organized a literary society with thirty-eight charter members. It is called the "Platonic Society," and meets once a week under the shadow of the Upper Iowa University. Jasper Co. held a Teachers' Association Dec. 12th and 13th. "Use and Abuse of Text-Books" was among the papers read. The school at Andrew now has about 40 volumes in its library, including a set of Johnson's Encyclopedias. They have a daily and a weekly newspaper and four monthly magazines. President Knapp, of the State Agricultural School, is to be succeeded by a new man. He retains a professorship.

J. A. L. **KENTUCKY.**—Col. Parker lectured in Louisville in November, and is invited by the Educational Association to come again. He will visit Louisville Jan. 17th.

KANSAS.—Burlington people are establishing a college. Class-room work will begin with the New Year in halls throughout the town. A fine building will be completed in the Spring. The State begins to recognize the necessity for more normal schools. Efforts will be made in the coming legislature to enlarge the scope of the one at Emporia, now the only normal receiving State aid, or establish a number of districts with an endowed school in each. Pupils in the colored schools of Wyandotte are preparing written work for exhibition at New Orleans.

MINNESOTA.—It has been decided to open a National Industrial School for Indian Girls in Faribault. The Government appropriates \$200 per annum for each pupil in other schools of this class, and there is little doubt but the same appropriation can be secured for the school here.

MICHIGAN.—Louis Mueller, teacher of Buena Vista, has been missing since Dec. 5. It is feared he has been foully dealt with. On the 19th Inst. Prof. Mark W. Harrington, director of the Ann Arbor Observatory, delivered a lecture on the cause and effects of the earthquake of Sept. 19. Prof. R. Dunn has been selected for president of Hillsdale College in the interim from Jan. 1 to the end of the school year, in place of President Durgin, who has resigned.

The Mason County Teachers' Association will hold its next meeting at Scottsville, Jan. 17, 1885. Ventilation, gymnastics and methods of class work are among the subjects for discussion. Prof. Chas. H. Stowell, of the University of Michigan, is very sick and may not recover. A new feature of the St. Clair high school is a "general information" class, taught without text book. It is considered a great success. Gov. Begole has appointed State Supt. of Public Instruction H. R. Gass to take charge of Michigan school exhibit at the New Orleans Exposition. The Barry County Teachers' Association met at Hastings Dec. 13.

NEW JERSEY.—Mr. Charles Jacobus, until recently principal of the Glenwood Institute, Matawan, has been elected Prin. of the High School and Supt. of Schools of New Brunswick. Mr. Jacobus will be recognized by the

readers of the JOURNAL in the Department of "Letters" by the initials "J." and "C. J." He is a gentleman of accurate scholarship.

N. Y. STATE.—The following items of interest were taken from the report of Supt. McMillan, of Utica: The total enrollment of pupils during the year was 5,652, an increase of 69 over that of the previous year. The whole number of suspensions from school for gross misconduct is 28, which were all confined to the lower grades, none being reported either from the Academy or Advanced School. The whole number of cases of tardiness was 4,810, against 5,207 the previous year—a decrease of 397 cases, with an increased enrollment of 62 pupils. 142 teachers were employed. Amount paid for teachers' wages, \$58,605.08. Cost per pupil for yearly tuition, \$10.37, at the rate of \$3.45 per quarter.

Also from Supt. Ellis' report (Rochester): Number of teachers employed, 305; since 1878 the average attendance has increased from 8,227 to 10,095, and that of the Free Academy from 200 to 344.

The spring term at Sandy Creek Union School begins March 18th, and closes June 12, 1885.

OHIO.—The New Holland Teachers' Association met Dec. 7. The programme was as follows: "Improvement of the country schools," by W. L. Shinn; interesting paper on "Froebel and his teachings," by Miss Agnes Kerrigan; "Teachers, reading circle," by Miss Belle Brobeck; "Childhood of Children," by Albert Leonard; "Primary Geography," by Miss Anna Kerrigan; "The teacher in relation to the reforms of the day," by R. B. Lucas; "Object Lessons," by Miss Anna Schneider; "Hindrances to the teacher's success," by Miss Lida Orr. Remarks were made by S. P. Hampshire and Rev. Bradley.

PENNSYLVANIA.—A new weekly educational paper has commenced its publication in Harrisburg, Pa., called *Educational News*, Albert N. Raub, Editor. The JOURNAL extends the right hand of fellowship.

A five weeks' Summer School in Waynesburg College will begin July 6, 1885. It consists of three departments—Normal, Academic, and Musical. Prof. A. J. Waychoff, Carmichaels, Pa., will be present during the entire term, and will have charge of the Normal as Conductor and principal Instructor. Prof. A. L. Wade, of Morgantown, W. Va.; Prof. F. H. Crago, of Wheeling, W. Va.; Prof. T. C. Miller, of Fairmount, W. Va.; Supt. W. M. Nickeson, Prof. J. S. Herrington, Prof. G. F. Martin, and other prominent educators, are expected to render assistance as lecturers. Fayette County Teachers' Institute met at Uniontown, Dec. 22d-26th.

FOREIGN.

CANADA.—The Minister of Education is about to make use of four Collegiate Institutes for the professional training of First Class and High School teachers. This arrangement will complete our system of professional training. Every teacher must hereafter receive preliminary training for his work.

The Rev. H. W. Davies, D.D., who has, for many years, been principal of the Toronto Normal School, will retire with the year. Thos. Kirkland, M.A., Mathematical Master of the Institution, will succeed Dr. Davies. From the standpoint of scholarship, the appointment will be a good one. As a teacher of methods, etc., and as the principal of a Training School, Mr. K.'s success is doubtful. J. Bryant, M.A., Head Master of the Galt Collegiate Institute, is, in 1885, to assume the editorial control of the new educational weekly to be published by the Government Printers. It will be the unofficial organ of the Minister of Education.

ONTARIO.—The Agricultural and Arts Association have announced the Second Annual Examination "in subjects" having a direct bearing upon agriculture. It will be held in July, 1885, and certificates will be granted to successful candidates. These certificates will be of two grades—2d and 3d. Recently the Second Conference of Representatives of the Colleges and Universities of Ontario was held at the Education Office, Toronto. The object, "University Confederation," is a most laudable one, and we trust the Minister of Education may be able to harmonize the conflicting interests of the colleges, and to have a uniform standard for degrees. The professional examination of the students in training at the County Model (local training) Schools commenced, at every Model school, Dec. 8th. The examination both oral and written. Third Class certificates granted to those successful.

W. M.

WATER actually runs up hill, in the case of the ocean current along the sea-bottom from the Straits of Gibraltar to the shallow ocean ridge westward, which really forms one limit of the Mediterranean sea, although considerably outside its apparent western boundary. The cause of this strange phenomenon is simple. The surface water of the Mediterranean, heated by the sun, ascends in the form of vapor, leaving its salt behind, which increases the density and weight of the remaining waters. Hence this latter sinks and is covered by the less salt Atlantic water, which flows eastward and inward through the Straits by an upper surface current, and by this inflowing water it is eventually forced out as an undercurrent, and up the slope which we have mentioned.

All kinds of ingenious contrivances have been brought forward at different times for the detection of fire-damp in mines, but most of them have been of a very complicated nature. The last of the series, however, is so simple that it seems astonishing that no one thought of it before. A child's india rubber ball with a hole in it is squeezed flat in the hand and held in the place suspected of fire-damp while released, and allowed to suck in a sample of the air. The ball is now directed toward a safety-lamp, and again squeezed, when the tell-tale blue flame will show if it contains an inflammable vapor.

THOUSANDS of titles to written and unwritten plays and books have been filed with the Librarian of Congress, with a fee of a dollar in each instance, under the impression that some sort of protection is thus gained. The law requires a deposit of the entire work, without which there is no copyright.

THE British empire's area is 8,500,000 square miles, but there is indirect domination over enough more to make the total 10,000,000—one-fifth of the land surface of the globe. Of the total population, only one-seventh are Christians.

MILWAUKEE has a "lady" rag-picker who is worth \$40,000.

EDUCATIONAL MISCELLANY.

THE WIND.

Which is the wind that bring the cold?

The north wind, Freddy; and all the snow;
And the sheep will scamper into the fold,
When the North begins to blow.

Which is the wind that brings the heat?

The south wind, Katy; and corn will grow,
And cherries rdden for you to eat,
When the South begins to blow.

Which is the wind that brings the rain?

The east wind, Tommy; and farmers know
That cows come shivering up the lane,
When the East begins to blow.

Which is the wind that brings the flowers?

The west wind, Bessie; and soft and low
The birdies sing in the summer hours,
When the West begins to blow.

—E. C. STEDMAN.

SCINTILLATIONS FROM THE IOWA STATE TEACHERS' ASSOCIATION.

ADDRESS OF WELCOME.

Rev. A. L. Finbie: As Moines welcomes to-night, not the makers of law, but the makers of citizens. You do a grand work, and we believe you do it grandly.

PRESIDENT'S ADDRESS.

H. H. Stealey, Supt. Oskaloosa: We insist upon single seating as a great moral advantage; upon better constructed outbuildings, conducive to greater privacy, health, and comfort. Some plan should be devised to prevent the employment of child labor to the exclusion of the chance for an elementary education. The fundamental doctrines of this Government preclude success in industrial education, since no one can even conjecture the future of the most humble boy. If this association could determine through a committee and recommend courses of reading in his ory, biography, science, literature, philosophy and pedagogy, that are within the reach and comprehension of elementary teachers, it would be a great aid to an army of workers that are asking for such supervision and direction. The system must not become the master of the teacher. It must not supplant good sense and cultivated judgment. It must not be honored above character and mentality. Codes of signals, programs, classifications, and so-called "red tape" are to substitute for the living, real, conscientious teacher. Time-tables and programs are often so divided and subdivided that the pupil and teacher are absolutely hindered in doing the work in hand.

LANGUAGE CULTURE.

Miss L. L. Gassette, Marshalltown: The mother-tongue should be taught first and best of anything. In every lesson, arithmetic, geography or science, two things should be considered—words and thoughts—and one is just as important as the other. The modern prejudice to text books is a foolish one, and it certainly is as good a way of teaching a child to read, to use a nice little book, as to teach him from a chart hanging on the wall. Methods are nothing, success everything, and only so the end is reached; do not trouble about the steps.

THE ANCIENT AND THE ENGLISH CLASSICS.

W. H. Wynn, Ames Ag. College: The suggestion in the "New Education" to replace the Ancient Classics with the English Classics is impracticable, because the peculiar effect to be derived from literary studies is best attained by long brooding over the products of genius, which process in the Ancient Classics is compulsory, and no expedient can be found in the method of teaching English Literature that will secure the same degree of sympathetic exertion.

THE CAUSES OF THE POOR HEALTH OF OUR BOYS.

C. H. Gurney, Shenandoah: The causes of poor health of boys are, first, the hereditary points transmitted by unhealthy parents; secondly, a failure on the part of the boy to observe and practice the most simple, plain, and reasonable laws of physiological science.

THE REAL CAUSES OF THE POOR HEALTH OF OUR GIRLS.

Miss Delia Knight, Oskaloosa: Too many girls are restricted to indoor life exclusively. When a physician is called to attend a delicate girl, it is polite for him to say she studies too hard, instead of saying, send her out to play with the boys, make her sleep more, eat more, dress warmer, and take exercise.

Mrs. A. E. Thomas Van Metre: Nature makes a gallant fight against the follies, but they are too strong for her.

PHYSICAL EDUCATION.

C. C. Clark, of Burlington: Physical and mental culture should go on together. One is the supplement of the other, and moral culture crowns both. If little children are left to themselves, they will dig their physical education out of sandpiles. Nowadays nature is our hobby. But to be natural, is to be symmetrical, and the body should not only be educated. Every person may and ought to obey hygienic laws. Sickliness is unnecessary and morally wrong. Of course heredity may come in to modify this sin, but it is nevertheless every man's duty to be well.

VOICE AND HEARING FOR THE DEAF.

Miss Mary McCowen, Englewood, Illinois: She said that children who are both deaf and dumb can be

taught to speak and hear, and to think in words, and to illustrate, brought out a little boy eight years old, who has been under her charge two and one-half years. She asked him questions; he understands by the movement of her lips and she speaking almost in a whisper. He answered every question clearly and distinctly, so as to be heard all over the room. The little boy was asked questions also by persons in the room, but could not hear at all. When his face was turned to them, so he could see their lips, then he understood them. But he could hear Miss McCowen when she spoke, standing quite near to him. She said she considered the child had entered a new life, and was restored to the hearing and speaking world. She said it was far more difficult to teach children who have once talked and heard, than those who have been born deaf and dumb.

A little girl seven years old, who lost her hearing when five years old, and lost also the power of speech, was called to the platform, and being asked by her teacher a few simple questions, answered so as to be understood by those near her. The other children were a little boy five years old and one of twelve. Each had been in the school but a short time, and each had learned to speak and write quite well. The children seemed so fond of her and she so gentle and careful of them that it seemed to us she might have taught them anything. All honor to such earnest workers in such noble work.

THE UNCOUNTED FACTOR.

Edwin C. Hewett, President of Illinois State Normal University, Normal, Illinois: The right *formers* of men are far more essential than the *reformers*. If we as teachers do our work well, the reformers need not follow us. The schools are doing a work which bears glorious results. The schools of the past had their faults, but they made thinkers. The best of the new always takes up the best of the old which it replaces. Publicity is the best safeguard of morals anywhere. An uncounted factor of transcendent value is the individuality of the teacher and the pupil. True teaching can never be made to conform to the machine idea. We cannot *adopt*, but we can *adapt* any method. The business of education is to fit a boy for any sphere. It is a fault in education that we approach a science from the *form* side rather than the *thought* side. A healthy increase of power is the chief aim of education. No man is great in everything. The best part of our work may be the search for it. There are no birds in last year's nests. The opportunity that is past is past forever. A teacher's unconscious influence upon his pupils is more powerful than his direct teachings.

THE AMERICAN HIGH SCHOOL, ITS ORIGIN, PROVINCE AND SCOPE.

Walter Doren, West Liberty: "Can a code of rules transform a boy's heart? Can any number of marks develop refined manners? Can infinite reportings to the principal eliminate stubbornness or eradicate sloth? Can any elaborate system of reprimands, suspensions and expulsions strengthen the weak will, waken the dormant power of self-control, train the wayward sense of honor? Never!" I think, upon the whole, that our schools are ahead of the sentiment that sustains them. The people are making a grave charge against our system of higher education when they complain that it is disconnected from the active business of life. It is a charge to which our colleges cannot plead guilty and live. They must rectify the fault or miserably fail of their great purpose. There is scarcely a more pitiable sight than to see here and there learned men, so called, who have graduated in our own and the universities of Europe with high honors—men who know the whole gamut of classical learning—who have sounded the depths of a mathematical and speculative philosophy—and yet who could not harness a horse or make out a bill of sale if the world depended upon it. The most intelligent citizenship can only result from schools where things relating to the practical every day life of our nation are taught; where pupils study for life, not for school.

The meeting was enthusiastic and profitable, although New Orleans had attracted many who are accustomed to attend. Members were entertained royally at the Aborn House, which was, and will be, headquarters. Officers elect for the ensuing year: President, William F. King, President of Cornell College, Mount Vernon; Secretary W. N. Hull, State Normal School, Cedar Falls.

INSTRUCTIVE INTELLIGENCE.—There is entire congruity between a cultivated intellect and polished manners and the commonest duties of domestic life: between, if you please, a knowledge of the Latin classics and making a cheese, of the piano and a spinning wheel, of embroidery and making a pudding, of algebra and darning a stocking. That woman is worthy of admiration, as she will always command it, who combines a thorough knowledge of the details of housekeeping with the charm of intellectual and personal accomplishments. It is these last that dignify labor and impart to domestic life a true zest; and where we see them in this combination we are prompted to apply the compliment paid by Dr. Johnson to Mrs. McKenzie: "She is the most accomplished lady I found in the Highlands; she knows French, music, and drawing; sews neatly, makes shell work, and can milk cows."

—BENJ. PERLEY POORE.

TEMPERANCE SHIP.

"The crown of my hat no more flip-flops,"
Nor gin disfigures my nose—
I'll wear no more old hats nor coats,
Nor holes in the toes of my shoes.

I run to see the temperance ship
With banners streaming high,
And hear the thunder of her guns
As she goes sailing by.

She is built of the best of oak,
And she is very staunch—
Her sails are new and her cordage,
For she was lately launched.

The pledge is weekly passed around
For all who will can sign
Please don't delay but come to-day
And join our temperance line.

Then do not laugh at temperance air,
Nor count her members rough
For if you do, you may sometimes rue
That you was not temperate enough.

—D. F. COOMBS.

For the SCHOOL JOURNAL.

LIVE QUESTIONS.

- (1) What does "Ulema" mean?
- (2) Where and how are black pearls obtained?
- (3) What causes the noise often heard at a telegraph pole?
- (4) Where is the largest telescope in use?
- (5) From what part of the cotton-plant is building material manufactured? What is the process?
- (6) What does the Crescent symbolize? Why was it adopted by the nation whose symbol it now is?
- (7) Who wrote "Old Grimes"?
- (8) What is the greatest height at which a person has been known to live for a considerable time?
- (9) Whence originated the expression, "raining cats and dogs"?
- (10) What plant is provided with a water-tank in which it drowns its insect visitors? What purpose is thus served?
- (11) What evidence is there that another than the Indian race inhabited America before Europeans came?

DR. JOHN H. FRENCH recently gave the following hints in his Institute work:

HOW TO TEACH.

1. Teach pleasantly.
2. Teach patiently.
3. Teach earnestly.
4. Teach thoroughly.
5. Never use a hard word unnecessarily. Limited vocabulary of children to be considered.
6. Never use any word without being quite sure of its meaning.
7. Never begin a class exercise without a clear view of its end. Every lesson should have a point.

CAUTIONS.

1. Never attempt to teach what you do not understand.
2. Never tell the children anything that with reasonable effort you can make the child tell you.
3. Never give a child information without asking it again.

OBJECT OF CLASS WORK.

1. To cultivate observation (the perceptive powers); (2) to cultivate thought (the reflective power); (3) to cultivate memory (the retentive powers); (4) to cultivate the habit of attention; (5) to constantly cultivate language; (6) to cultivate activity of thought.

TEXT-BOOKS.

Text-books are a necessity for the following purposes: (a) for knowledge; (b) for plan or arrangement of topics; (c) for exact forms of expressions; (d) for reference as authority; (e) to teach pupils how to study.

There are four steps necessary to prepare a lesson: (a) read for meaning of each statement; (b) read for meaning of each paragraph or point; (c) read for understanding of the whole subject; (d) when necessary read and repeat for exact forms of expression.

For the SCHOOL JOURNAL.

PLANETS IN JANUARY.

Mercury is evening star until the 3d and morning star for the rest of the month. During this time he is in inferior conjunction with the sun, reaches his great Western elongation, and is in conjunction with Venus.

Venus is morning star during the month. She is slowly approaching the sun and her superior conjunction, which does not occur until May.

Jupiter ranks as morning star during the month, but is near enough to opposition to be visible nearly the entire night, appearing above the eastern horizon at 9 o'clock in the evening in the north-east, and on moonless nights is by far the brightest star in the heavens. He remains almost stationary throughout the month, moving a little farther north.

Uranus is morning star; he is leaving the neighborhood of the sun, and consequently drawing nearer to the earth.

Saturn is evening star, only second to Jupiter in brilliancy and size. When Jupiter rises in the early part of the month, Saturn is nearly on the meridian; when Jupiter has reached the zenith, Saturn is sinking below the western horizon.

Neptune is evening star, far away just now from any of his brother-planets.

Mars is evening star. He is very near the sun and completely hidden in his rays.

For the SCHOOL JOURNAL.

A FEW QUESTIONS.

FOR TEACHERS' MEETINGS.

1. How should a child be taught to read?
2. What fundamental principles ought a teacher always to observe?
3. What is the "New Education"?
4. To what extent should a teacher spend time in storing the minds of pupils with useful knowledge?
5. The Uses, Methods, and Value of Examinations.
6. Methods of grading and promotions.
7. The practical value of the old method of studying English grammar.
8. Who is educated?

CINCINNATI MOTHER: Well, my daughter, you were very good in church. Now, you shall have lots of nice Christmas presents if you can tell me what the sermon was about?

Little Cincinnati Maiden: Oh, yes, of course. It was about heaven. Won't it be nice? Nothing but music tardens and races and base-ball games and theatres.

"Mercy on us, child! Where did you get that idea?"

"From the preacher, of course, mamma."

"The preacher! Why, what did he say?"

"He said that it would be Sunday all the time."

PROMPTNESS is just as essential in closing as in opening school, and may as readily be practised if pupils fully understand the teacher's fixed determination to carry it into effect. Delinquents and laggards will continue such if treated to a tempering policy, to which they become accustomed and readily adapt themselves.—SUPT. McMILLAN, Utica, N. Y.

THE total popular vote for Presidential candidates was 10,046,073, of which the Cleveland ticket received 4,913,901, the Blaine ticket 4,847,659, the Butler ticket 133,880, and the St. John ticket 150,633. Mr. Cleveland had a plurality of 66,262 votes over Mr. Blaine.

Those who believe that electrical science is yet in its infancy of development will not be surprised to learn that a Belgian electrician has succeeded in transmitting a telegraphic and telephonic message along the same wire at the same time.

A LIBRARY for women has been established in Calcutta, and one of the most popular vernacular journals is conducted by a woman.

FOR THE SCHOLARS

YOUTH AND AGE.

A funny thing I heard to-day
I might as well relate.
Our Lil is six, and little May
Still lacks a month of eight,
And, through the open play-room door,
I heard the elder say:
"Lil, run down-stairs and get my doll.
Go quick, now,—right away!"
And Lillie said,—(and I agreed
That May was hardly fair):—
"You might say 'please,' or go yourself—
I did n't leave it there."
"But, Lillie," urged the elder one,
"Your little legs, you know,
Are younger than mine are, child,
And so you ought to go!" —St. Nicholas.

THINGS TO READ TO THE SCHOLARS.

HOW SMOKING AFFECTS BOYS.

An English physician has been investigating the effect of smoking on boys. He took for his purpose thirty-eight boys, aged from 9 to 15, and carefully examined them: "In twenty-seven cases he discovered injurious traces of the habit. In twenty-two there were various disorders of the circulation and digestion, palpitation of the heart, and more or less taste for strong drink. In twelve there were frequently bleedings at the nose; ten had disturbed sleep, and twelve had slight ulceration of the mucus membrane of the mouth, which disappeared on ceasing the use of tobacco for some days. The doctor treated them all for weakness, but with little effect until the smoking was discontinued, when health and strength were soon restored."

The first watch was as large as a saucer; it had weights, and was called "The Pocket Clock." The earliest known use of the modern name occurs in a record of 1542, which mentions that Edward VI. had "onne laram or watch of iron, the case being likewise of iron gilt, with two plummettes of lead." The first great improvement, the substitution of springs for weights, was made about 1550. The earliest springs were not coiled, but only straight pieces of steel. Early watches had only one hand, and required winding twice a day. The dials were of silver or of brass; the cases had no crystals, but were opened at the back and front, and were four or five inches in diameter. A plain watch cost the equivalent of \$1,500 in our currency; and after one was ordered it took a year to make it. There is a watch in a Swiss museum only three-sixteenths of an inch in diameter, inserted in the top of a pencil-case. Its little dial indicates not only hours, minutes, and seconds, but also the days of the month. It is a relic of the old times when watches were inserted in saddles, snuff-boxes, shirt-studs, breastpins, bracelets, and finger rings. Many were fantastic, oval, rectangular, cruciform, or in the shape of pears, melons, tulips, or coffins.

GOLDEN THOUGHTS.

Two of these selections may be placed upon the board each day, copied in note-books, and committed to memory by the pupils.

MEMORY.—I believe a good memory and plenty of books to be the acme of human happiness.

—MAGLIABECCHI.

Memory tempers prosperity, mitigates adversity, controls youth, and delights old age.

—LACTANTIUS.

Memory is the moonlight of the mind, touching the ruins of the past with a softened light.

—ELIZABETH JOCELINE.

NEGLECT.—When men neglect God they neglect their own safety; they fly from their own happiness.

—J. MAIR.

Neglect will kill a lie and silence slander; yet it will banish love, nourish hatred, and fill a garden with weeds.

The neglect of little things is the rock on which men and nations have split.

OBEDIENCE.—True obedience neither procrastinates nor questions.

—F. QUARLES.

The obedience of the heart is the heart of obedience.

—T. ADAMS.

Obedience, which is a proof of love, must be cheerful, for love obeyeth with delight.

—J. R. DOOLITTLE.

EDUCATIONAL CALENDAR FOR JANUARY.

BY N. O. WILHELM.

Jan. 1, 1730.—Edmund Burke born in Ireland; powerful orator; essay on the "Sublime and Beautiful," an English classic; "Reflections on the French Revolution" influential throughout Europe.

Jan. 2, 1727.—Gen. Wolf born in England; distinguished in the army when but twenty years old; successful at Louisbourg, placed him at the head of the army, led against Quebec when but twenty-three.

Jan. 3, 106 B. C.—Cicero born; an illustrious Roman, rose from an humble station to the highest office in the Roman Republic. All went well till after his consulship, when misfortunes seemed to hover round him; while consul, Catiline conspired to kill him, many of the senators and burn Rome; but Cicero drove him out of the city by his eloquence. Many of his speeches and writings are extant. Of literary labors he says: "They nourish our youth and delight our old age. They adorn our prosperity and give a refuge and a solace to our troubles. Wise men are beautiful though deformed, rich though penniless, kings though they be slaves. Cicero should be classed as one of the eminently great of this earth."

Jan. 4, 1784.—Treaty of Paris established peace between United Colonies, France and Great Britain, closed the Revolutionary war, and acknowledged the freedom of the colonies.

Jan. 6, 1811.—Chas. Sumner born in Boston; successful editor and lawyer; famous orator—notes orations: "True Grandeur of Nations" and Fourth of July oration; bitter opponent of slavery, after two days' speech on slavery was violently attacked and struck with a cane by a southern senator in the senate chamber.

Jan. 7, 1800.—Mr. Fillmore born in State of New York; early education limited; at nineteen commenced to study law; went on foot to Buffalo, where he worked his way and became a successful lawyer; elected a legislator of New York, then governor; then congressman; then Vice President of the U. S., and when Mr. Taylor died became President, his administration was marked by: the passage of Clay's Omnibus Bill—Cuban difficulties—communication opened with Japan; left the office with all factions and his country at peace; traveled in the Southern and Western states and extensively in Europe.

Jan. 10, 1778.—Linnaeus died; studied plants during leisure hours, while at school studying for the ministry, his teachers concluded he would make a better carpenter, but a physician prevailed on his father to allow him to study medicine and natural history; after privations and limited success in different places, was appointed to the chair of botany in the University at Upsal which at once became famous throughout Europe and America; he reduced to order chaotic knowledge from a system in botany known as the Linnaean system; gave the world valuable books—the result of his researches.

Jan. 11, 1757.—Alex. Hamilton born in West Indies; attended school in N. Y. City, became a good speaker and leader of the revolutionists; when nineteen commanded local artillery; was made the "most confidential aide of Washington;" wrote papers for the Federalist, also articles on international law; Washington's Secretary of Treasury; defeated Burr's ambitious designs and was afterwards killed in a duel by him.

NOTEWORTHY EVENTS AND FACTS.

DOMESTIC.

The canal which it is proposed the United States should construct in Nicaragua will cost in the neighborhood of \$140,000,000. It becomes a question of some importance whether so expensive a work is likely to make adequate returns for the capital invested in it. It is estimated that 3,000,000 tons of goods are annually transported by land between the Atlantic and Pacific, an expensive way, yet preferable to the long and dangerous voyage round the Cape. If the canal were constructed, more than half of this commerce would seek water transportation, and the natural increase of trade would be stimulated to an unknown extent. There is good reason to believe that the canal would pay handsomely in a few years, if not from the beginning.

Three Mormon elders, are preaching in Rutherford County, near the South Carolina line. They brought with them twenty-three converts from Rock Hill, South Carolina. They have settled on the farm of James S. Russell, who has joined them. They are holding meetings and are preparing to build a church. There is considerable excitement in the community, and they intend to prosecute the elders and members for violation of the Seventh Commandment if they don't leave the county.

The car-drivers of New Orleans found a grand opportunity for a strike, while thousands of people were on the Exposition grounds. The street-car lines furnish the only means of reaching the grounds, except by steam boat, and no river line has yet been started. There were many people on the grounds when the strike took place, and they had great difficulty in getting to the city.

FOREIGN.

The American neutrality scheme in regard to the Congo has been shelved through the opposition of Baron de Courcel, who affirmed that France was unable to accept it. Germany and England warmly supported America. The majority of the German papers express the hope that France will moderate the demands which it makes upon the African International Association. If these demands should be acceded to the association instead of being a free State would belong to France.

It is reported that Russia has proposed to England common action in the Congo territory.

The crofter tenants of the Duke of Argyll on the Island of Tiree refuse to pay their rent and are extending their crops. The Duke has asked for the armed force to protect his rights, and a company of marines has been sent to repress the rebellious tenants. A meeting of Highland land reformers was held in London to-day, at which the speakers denounced landlords and declared that Irish land legislation had been adopted in Scotland. Spain has been visited by a severe earthquake, nearly 1,000 lives, it is thought, have been lost.

The London correspondent of the *Nouvelles Vremes* alleges that an organization of Russian Nihilists exists under the guise of an export firm within the precincts of the City of London and is exporting to Russia criminal documents and explosives. Russian Minister of the Interior, is chiefly engaged in the discovery and prosecution of Nihilists. No sooner has one society been suppressed than another springs up. Count Tolstoi is inundated with threats of death. He rarely attends the meetings of the Council. Whenever he stirs out it costs 500 roubles for extra police protection.

Prince Bismarck is irritated by Mr. Gladstone's policy in Egyptian affairs and desires to overthrow his Cabinet. He wants England to annex Egypt and thus enable Germany to pursue her colonizing policy unhampered. France and Austria willingly support Prince Bismarck in this matter, for they consider England's attitude in Egypt as a check to the annexations of territory which they intend to make in other quarters of the globe.

Lord Wolseley has decided to abandon the attempt to reach Shendi by the desert route from Korti, thus cutting off the great bend in the Nile. Instead, he will use the road from Meraweh to Berber, thence through the desert, but much shorter. He has accordingly changed the base for the concentration of his forces from Korti to Meraweh. This change of plan places the relief of Khartoum two months further into the future than had been anticipated.

The French Minister at Shanghai has been ordered to inform the Chinese Government that any further negotiations will be useless, and that the dispute must be settled by the sword. As there is good reason for believing that the French troops are suffering severely from disease and are in a very poor condition for an active campaign, perhaps it will be safe for the present to regard France's threats as chiefly bluster. But China has learned how to value this sort of ruing, and will not be so easily moved by it as she was one year ago.

The result given to Bismarck by the Liberal majority in the Reichstag on December 15th, bids fair to prove fatal to the party which offered the affront. A popular movement to obtain by

subscription what the Reichstag refused, has attained proportions beyond anything which has agitated Germany since the Franco-Prussian war; and what is more remarkable the German women who seldom assert themselves in the affairs of the Empire all seem to be up in arms. They have organized clubs in every district in large cities and in almost every hamlet of the Empire and issued a manifesto in which they declare that they denounce the Reichstag; that it has insulted the men who with their husbands fourteen years ago daily exposed their life for the Fatherland, and who by his wise and energetic policy has prevented other wars thereby saving the lives of their sons.

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FOR

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It will be seen therefore that this volume contains all those writings of Mr. Payne that have value to every teacher who seeks the foundation principles of the noble art of Education.

COMMENDATIONS.

From COL. F. W. PARKER, Fris. of Cook Co. Normal School, Chicago: "I advise every teacher to buy and study Payne's Lectures. No teacher can afford to be without the book."

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Any man who reads the JOURNAL must grow.

E. D. S.

I am a subscriber of the JOURNAL and would not do without it at any cost as long as I am a teacher.

F. C. HARDT.

I don't see how any teacher can do without the JOURNAL.

E. C. SELL.

Many of our teachers take the New York SCHOOL JOURNAL and study it. In every instance that has come under my observation those who do so get double the salary of those who do not.

R. C.

TEEMS.
I take much pleasure in reading your JOURNAL each week. I have not taken it long, but would not get along without it now for many times the subscription price.

D. D. C.

HORSFORD'S ACID PHOSPHATE,
IN DEBILITY FROM OVERWORK.

DR. G. W. COLLINS, Tipton, Ind., says: "I used it in nervous debility brought on by overwork in warm weather, with excellent results."

BOOK DEPARTMENT.

NEW BOOKS.

HOW TO LIVE A CENTURY, and how to Grow Old Gracefully. By J. M. Peebles, M.D. New York: M. L. Holbrook & Co. Pamphlet, 99 pp. Price, 25 cts.

Nothing can, probably, give a better idea of the scope and character of this book than a part of the table of contents: "Long lived persons, and why; pure air and deep breathing necessary to long life; how to sleep in order to live a century; what shall we eat to live a century; what shall we drink to live a century; what clothing should be worn to live a century; are medicines necessary to prolong life a century; how to treat babies and children that they may grow up and live to see a century; summarized rules of health enabling one to live a century." These suggestions are practical, full of solid sense and worthy especially of being read by all teachers.

A HAND-BOOK OF LATIN SYNONYMS. By Edgar S. Shumway, A. M., Rutgers College. Boston: Ginn, Heath & Co. 30 cents.

This is an outgrowth of the "Latine," a journal edited by the author, who found that this discussion, though not exhaustive, would require too much space for serial publication. It is a terse compendium, well adapted to inspire the pupil with the spirit of exploration. It is to be regretted that the want of space prevented the placing of a group of Cicero's sentences before each section, to induce the student first to make the distinctions for himself. The author suggests that the teacher do this. The book has a perfect index. Mr. Shumway is Principal of "Chautauqua Académie"; a sufficient guarantee of the excellence of his work.

ELEMENTS OF ENGLISH COMPOSITION. By Miss Lucy A. Chittenden. Chicago: S. C. Griggs & Co., Price, 60 cents.

This work treats of the principles of punctuation, capitalization, paragraphing, grammatical structure of sentences, clearness and vigor of expression. It makes paramount practice in writing, avoiding clumsy expressions and awkward arrangement of sentences. It is a valuable feature in the book that it leads directly to the study of literature. Its thought is in the right direction, for it aims at the overthrow of old grammatical forms of no special value, and gives most sensible drill in language work.

THE COMMON-SENSE HOUSEHOLD CALENDAR. By Marion Harland. New York: Charles Scribner's Sons. Price, \$1.00.

The calendar idea has reached kitchenward, and now the busy housewives have a combination of receipts and index of the days in Marion Harland's pretty card. The leaflets contain, besides directions for cooking, useful hints upon the management of the household and information appropriate to the subject. The card is decorated with a picture of Marion Harland's library and a portrait of the author.

SONGS AND RHYMES FOR THE LITTLE ONES. Compiled by Mary J. Morrison. New York: G. P. Putnam's Sons. Price, \$1.75.

The compiler of these poems for children has found them of practical value before they were given to the public in the fine printing of the Knickerbocker Press. There are 224 pages of poems, on all subjects interesting to childhood, and a general air of freshness pervades the volume, although much of it has been going the rounds of the newspapers for some years. Its very popularity, however, is its chief charm, and there are children constantly growing into an appreciation of stories in verse to whom the old is always new. The book will prove useful to primary teachers, as suggestive of amusement or instruction in various ways.

THE FRANKLIN SPEAKER. Edited by Oren Root, Jr., and Josiah H. Gilbert. New York: Taintor Bros., Merrill & Co.

A book of choice selections in prose and poetry is always in demand in the home circle, in entertainments public and private, and in school. This volume contains many excellent selections of recent date, as well as familiar classics. Its humorous selections are not of the coarse kind often found in books of this description. Both the subject matter and the mechanical work of the book are in good taste.

STORIES BY AMERICAN AUTHORS. No. 8. New York: Charles Scribner's Sons. Price, 50 cents.

Five stories are contained in No. 8: "The Brigade Commander," by J. W. DeForest; "Split Zephyr," by Henry A. Beers; "Zerviah Hope," by Elizabeth Stuart Phelps; "The Life Magnet," by Alvah Adee; "Osgood's Predicament," by Elizabeth Stoddard. It is strange

that among the many ventures in book-making this method of collecting the best of the short stories, for which our magazines are noted, has not been thought of before now. This edition of Scribner's Sons is proving popular, and the numbers are issued rapidly and cheaply. Miss Phelps's tragic story of "Zerviah Hope" will be remembered by readers of *Scribner's* for Nov. 1880, and "Split Zephyr," from a more recent number. The contents of No. 8. are well worth preserving and re-reading.

THE PRINCIPLES OF ENGLISH GRAMMAR. Unfolded in a strictly progressive order. By Rev. John F. Brooks, A. M., Springfield, Ill.

The teacher that uses this volume thoroughly cannot fail, even with ordinarily faithful students to excite interest and secure success. It is a most excellent work, and has abundant examples for illustrating the principles of the language, and fixing them in the minds of the pupils. It is progressive, unfolding with much system and discretion the science of grammar. We could take much pleasure in using it as a text book, and wish it might supplant some text-books that in method cannot compare with it.

STORIES FOR YOUNG CHILDREN. By E. A. Turner. Boston: Ginn, Heath & Co., 1884. Paper, 87 pp.

This is a collection of simple stories for pupils of the Second and Third Reader grade. They are admirably adapted for supplementary reading, for which there is every day a growing demand.

ELEMENTS OF ENGLISH SPEECH. By Isaac Bassett Choate. New York: D. Appleton & Co.

The author puts forth this little volume, at the risk (as he says) of being regarded as a "Snapper-up of unconsidered trifles. It is not intended to supplant, nor to supplement any text-books, but to exhibit something of the freshness, the life, and the vigor of a still growing idiom."

NOBLE BLOOD. By Julian Hawthorne. New York: D. Appleton & Co. Price, 50 cents.

Mr. Hawthorne's taste for the horrible appears even in so pleasant a tale as "Noble Blood," where he dooms two incidental characters to a living death, sealed between walls. The rest of the story is picturesque, and has a natural tone that Mr. Hawthorne does not always exhibit in his writings. The Irish and Italian element with an American hero combine to make a story both interesting and artistic in development. It is the best product of Mr. Hawthorne's busy brain that we have come across in some time.

HIMSELF AGAIN. By J. C. Goldsmith. New York: Funk & Wagnalls. Price, 25 cents.

This is the most exciting work that has made its appearance in the volumes of the Standard Library. There is enough plot concealed in "Himself Again" to fill a half dozen books of its size.

THE BLACK POODLE, and other tales. By F. Anstey, author of "Vice Versa." New York: D. Appleton & Co. Price, 50 cents.

Whoever has indulged in a hearty laugh over the "Black Poodle," as it appeared in *Longman's Magazine* a year ago, will be delighted to renew its acquaintance in the more permanent shape Appleton & Co. have provided for it. There are nine other stories in this volume, characteristic of the genial fun of the author of "The Black Poodle," all enjoyable and productive of smiles and laughter.

THE HISTORY OF THE STATE NORMAL SCHOOL, Albany, N. Y. By Edward P. Waterbury, A. M., Ph.D., the present president of the institution. Price, \$1.00

This is a work of interest to all teachers, and especially to the small army of graduates of this now justly famous school. These owe a debt of gratitude to President Waterbury for his indefatigable labors in their behalf. It will furnish a most useful and enduring monument to his memory. It comprises a historical sketch of the school and the present post office address and history of over 2,700 graduates. It contains pictures of three normal buildings, including the new one now in process of construction, and its magnificent memorial window which, when completed, will be the largest and finest in the country.

As one turns the pages of this exceedingly interesting book, he cannot help being impressed with the fact that while an unusually large number of its alumni have distinguished themselves in the various professions, and not a few on "Senate floor and field of battle," the vast majority have made teaching, as they virtually promised, a life work.

From the history of its committees and the biography of its presidents and professors, we also learn the impressive fact that for the last forty years many of the

most eminent political and educational names in the State adorn its history. It was for years, with one exception, the largest and finest teachers' college in the world, and under its present able management bids fair to maintain its glorious record. J. B. H.

NOTES.

The real name of Hugh Conway is Frederick John Fergus.

Owen Meredith's birth-day occurs this month. He is 53 years old.

Mr. Ruskin is to publish his autobiography, full of personal reminiscences.

"Red Letter Stories," which D. Lothrop & Co. publish, are a translation from the German of the best living story writers.

Mr. T. Cole, one of our leading wood engravers, is abroad, engaged in making a series of engravings from the old masters. One of these, a portrait by Velasquez, appears in the December *St. Nicholas*.

This item about the author of "Called Back" will be read with interest by his multitude of readers:

Hugh Conway is an auctioneer of Bristol. He is a little past forty, is very deaf, and is not particularly entertaining in conversation. He is full of literary ambition. Several years ago he published a volume of poems; and he has written many short stories for the English magazines, and words for songs. The text of "Some Day," Mr. Welling's popular ballad, is by him.

In order to stimulate the study of Shakespeare in our colleges and institutions of learning, as well as in the home circle, the Leonard Scott Publishing Company, Philadelphia, offer prizes to the value of \$500 for the best original Essays on the following subjects: (1) One of Shakespeare's Male Characters. (2) One of Shakespeare's Female Characters. (3) Shakespeare's Spirits (Ghosts, Witches, Fairies). (4) Shakespeare's Politics as shown in the Plays. (5) Shakespeare's Characters of the Kings of England as compared with their Historical Characters.

Austin Dobson's rules for the writing of easy verse will show that the flights of genius are not always untrammelled:

- I. Never be vulgar.
- II. Avoid slang and puns.
- III. Avoid inversions.
- IV. Be sparing of long words.
- V. Be colloquial, but not commonplace.
- VI. Choose the lightest and brightest of measures.
- VII. Let the rhymes be frequent, but not forced.
- VIII. Let them be rigorously exact to the ear.
- IX. Be as witty as you like.
- X. Be serious by accident.
- XI. Be pathetic with the greatest discretion.
- XII. Never ask if the writer of these rules has observed them himself.

PAMPHLETS RECEIVED.

Annual School Report, City of Nashua, N. H., 1883; Frederick Kelsey, Supt.
Eighteenth Annual Report of the Board of Public Instruction of the City of Albany, N. Y., 1884. Chas. W. Cox, Supt. Milton, Bradley & Co.
Catalogue Kindergarten and Primary Supplies, Springfield, Mass., 1884.
Games, Toys, Industrial Amusements and Novelties: Milton, Bradley & Co. Springfield, Mass., 1884-5.
Syllabus of a Course on Modern Methods in Analytic Geometry, 10 cents. Ginn, Heath & Co. Boston, 1884.
Cleveland, Ohio, Public Schools. Forty-Seventh Annual Report of the Board of Education for the School Year ending Aug. 31, 1883. B. A. Hinsdale, Supt.
Proceedings of the Ohio State Forestry Association at its Meeting, Columbus, March 28, 1884. A report of the Forest Condition of Ohio. Published by order of the Legislature. Columbus, 1884.
Course of Study and Regulations of the Board of Education for Little Falls, N. Y., 1884. Leigh R. Hunt, Supt.
The Annual Address Before the National Educational Association. By Thomas W. B. Van D. President, 1884.
Sixteenth Annual Report of the State Supt. of Education of the State of South Carolina, 1884. A. C. Ward, Supt.
Rules of the Board of Education of the City of Keene, N. H., 1884.
Regulations and Course of Study of the Schools of Keene, N. H., 1884.
Eight Annual Report of the Board of Education of Bridgeport, Conn., for the year ending July 14, 1884. H. M. Harrington, Supt.
Annual Report of the Board of Education of the City of New Haven, Conn., for the year ending Aug. 31, 1884. Samuel T. Dutton, Supt.
Annual Report of the Board of School Visitors of the City of Hartford, Conn. Public Schools, 1883-3. John Henry Brockhous, Visitor.
Reports Concerning the Public Schools, for 1883-4. Wilmington, Delaware. David W. Harlan, Supt.
Ninth Annual Report of the Board of Education of the City of Denver, Colorado. Aaron Gove, Supt.
How to Teach Reading. By Caroline B. LeRow, 32 pages. Clark & Maynard, N. Y.
This pamphlet gives teachers practical suggestions concerning this important work. Every student concerning it is based upon a professional experience of nearly twenty years, the larger part of it among teachers and in the school-room.

HOOD'S SARSAPARILLA is made only by C. I. Hood & Co., apothecaries, Lowell, Mass. It is prepared with the greatest skill and care, under the direction of the men who originated it. Hence Hood's Sarsaparilla may be depended upon as strictly pure, honest, and reliable.

For the SCHOOL JOURNAL.

IOWA'S ILLITERACY.

By W. E. PARKER.

The plan for securing compulsory education proposed by Mr. J. Breckenridge, of Decorah, Iowa, in the SCHOOL JOURNAL of September 5th, by establishing State schools for the illiterate youth of the commonwealth, is worthy of careful consideration.

Iowa has an illiteracy of but two per cent. is ascribed by the many who look only on the surface of things to the superiority of her common schools. Her schools are excellent, and, as a whole, they are inferior to those of no other State. But this alone cannot account for Iowa's small per cent. of illiteracy; and it is unsafe and unwise to pass all this great payment of two per cent. illiteracy to the credit of the common schools: for our legislators, the patrons, and those who directly support the common schools, will conclude that now the schools need nothing but to be let alone; and if this idea once prevail, the schools will begin to deteriorate and move in retrogression—with school-keepers at the helm, small pay-rolls for chart and compass, and parsimonious Boards as pilot and pursuer.

Iowa, comparatively, is a young State—very many of her first settlers yet living. She was exceedingly fortunate in the character and class of her first settlers; these settlers came out from the middle and well-to-do classes of States in the East, and they were immediately followed by emigrants of like advantages and character, from the States lying between the lakes and the Ohio. The hard times of '32-3, and the crash of '55-7, sent thousands into Iowa; and these thousands were of those who willingly supported schools, and were stern and uncompromising advocates of popular education before they ever set foot on Iowa's soil. Added to this, our foreigners are of the better and more intelligent classes. Under such a combination it could not but be, at this early date, while yet the pioneers live, that Iowa's percentage of illiteracy must be low.

If Iowa's illiteracy, small as the per cent. now is, be left to the common schools, at the next roll-call of the general census she will be compelled to acknowledge an illiteracy of three or four per cent.

It was a species of differentiation, a separation of the popularly educated and merely well-to-do from the independent and indigent in other States, which, at the settlement of Iowa, gave to the State the class and character of its founders; beyond the boundaries of Iowa that process of differentiation has, in a great measure, ceased, and the stream of emigration pouring into our State has a much larger proportion of illiteracy, while the differentiation within our own borders is now much more extensive and active. Many in every county in Iowa have sold their small farms and moved West to buy for themselves larger possessions; thus the farms in Iowa are growing less in number and greater in extent; renters are taking the place of those who were in former times independent own-

ers of Iowa soil. In some places it is now, and soon in many more places it will be, cattle will graze where recently school children played; soon sheep will crop the flowers where school children were wont to collect material for bouquets for their teacher's desk, and then will school grounds be turned into cattle yards and the old school-houses into folds for the protection of the innocent lambs against the prairie wolves, and then will the lordly owners educate their children in schools of their own and in private institutions, while renters' and laborers' children must take what they can get, and go largely to augment Iowa's two per cent. of illiteracy. This is the direct tendency; and nothing short of a vigorous protest on the part of the people and a masterly interposition of the State's authority, on some plan such as that proposed Mr. J. Breckenridge, can prevent the climax, and save Iowa the disgrace of an increase of illiteracy, and humanity the foul blot of palpable omission and criminal neglect of legislators.

For the SCHOOL JOURNAL.

DRAWING IN THE SCHOOL-ROOM.

A DISCUSSION.

By W. N. HULL, Cedar Falls, Iowa.

The day for discussing the advantages, nay, the necessity of drawing in common schools, has passed. It is recognized by all the educators to be as essential as arithmetic, reading or spelling. The teacher who carries in his memory a few forms of figures, and possesses moderately skillful fingers in displaying them, is conscientiously proud of his accomplishment, and never fails to make it effective in his school work.

County superintendents readily recognize the superior merits of a teacher who illustrates. The teacher's place is at the blackboard. His crayon should constantly talk for him. His knowledge of any subject is not complete without an ample fund of apt illustrations. We meet repeatedly with the expression, "I cannot draw a straight line." Well, that is not to be wondered at. That is too great an accomplishment to expect in a common school teacher. But is not the general lack of skill, as expressed in that one sentence, the result of neglect? Is it not obvious that they who are skillful, have been laboring zealously to become so, and that their "gift" is the sum total of their repeated efforts? And is not "talent," the world over, the result of carefully directed labor? Born, perhaps, in a taste for a subject or in some outward influence or inspiration, talent is still the accumulation of a loving labor. And cannot taste be cultivated? Cannot diligent application be made? And

"What we sow will surely grow,
Though the harvest may be slow."

Has the subject of drawing received as much time and attention as geography? Have as strong efforts been put forth to secure skillful fingers, as to solve problems in arithmetic? Until this is done, let no teacher expect to become an artist; and when it is done, let every teacher expect to be, as he surely will be, master of drawing. A teacher,

who seeks to qualify himself fully, should not be satisfied with the ability to draw the pictures given in the drawing books, but should sketch those in the readers, geography, philosophy, chemistry, etc.

But the teacher is not all to blame who laments the want of talent in drawing, and insists that he can never learn. It is not a science. Leaders in the subject have invented "systems," no one of which could be universally accepted as the standard. A person mastering one system could not declare himself master of drawing. Should he train himself in all the systems, he would only have taken the elementary steps. A glance at any of the beautifully illustrated catalogues of publishers, artisans, and merchants, would convince him of this.

But let us glance at some of the "systems" now in use, with the spirit of a true teacher, eager to be guided aright. He finds first *straight lines*. Here arises the first difficulty. His copies are perfectly straight lines to be made from such a point to such a point without a ruler. He says within himself, "The author asks me to do and to teach what he did not do and could not do himself. Should I try a lifetime, could I make a perfectly right line, without the aid of a straight-edge? Did any artist ever accomplish it yet? Why then should I attempt an impossibility? Is it not a waste of time? But suppose I could master the straight line, would the accomplishment be of any service to me in my life work? Neither artist nor mechanic, draughtsman nor architect attempts this feat; they all use the unfailing guide. Should I not rather train my hand upon the *curve*—that for which there is no pattern?"

And if the straight line is an impossibility, if there never arises the occasion to make it, unaided, why should pupils be compelled to begin with a difficulty so insurmountable?

NEW YORK CITY.

The Truancy Department reported for the month of Nov., 2,365 visits made, and 1,350 cases investigated. Of these 312 were sent at home by their parents, 195 by sickness, 30 by poverty, 6 were physically or mentally disqualified, 2 were taught at home, 174 residence could not be found, 289 were found to be truants and returned to school, 9 found to be truants were committed to Reformatory institutions.

PIANO-FORTE RECITALS.—Madame Helen Hopekirk, the Scotch pianist who made a successful debut in this city last season, has arranged a series of recitals for the evenings of January 15th, February 17th, and April 7th, at Steinway Hall. These promise to be very interesting, as the outline of the program for the first concert will show: Mozart Sonata, C minor; Mendelssohn Capriccio, "The Ruyter," and Rondo Capriccioso; Beethoven Sonata; a Rag; Beethoven Ballade; Henselt Berceuse; four other numbers are included in the program. A similar series will be given in Brooklyn, at Historical Hall, on Jan. 21st, Feb. 3rd (matinee), Feb. 25 (matinee), April 22nd. Madame Hopekirk is a great favorite in Brooklyn and her re-appearance there this winter will be warmly welcomed.

AMERICAN ART ASSOCIATION.—A prize exhibition of pictures will be opened April 7th at the Galleries, 6 East 23rd Street. Three, and perhaps eight, prizes of \$2,500 each are to be awarded to the artists whose pictures are considered by the judges to be most meritorious. Thirty-three gentlemen have already subscribed to the fund, and the jury of award is to consist of ten or more of these. The pictures receiving the prizes are to be presented to different art institutions in this country. Artists desiring to compete for these prizes should have their work at the American Art Galleries by March 15th.

ORATORIO CONCERT.—The "Messiah" was given Christmas week at the Academy of Music, with a more perfectly balanced quartet of soloists than we have ever heard allotted to this work: Miss Emily Winant, contralto; Frau Schroeder Hausfautang, soprano; Mr. Theodore Tuedt, tenor; Mr. Joseph Staudigl, bass. The chorus sang with its accustomed vigor and showed the good training it has been receiving from its leader, Dr. Damrosch.

MORE than forty tons of silver and three tons of gold are used every year, it is said, in this country, in making photographs.

JOHNSON'S NEW UNIVERSAL CYCLOPEDIA—"THE BEST"—Planned by Hon. Horace Greeley, LL.D.

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"Will supply a want long felt," etc.—Hon. J. S. Stearns, LL.D.
"It is invaluable," etc.—Pres't. J. S. Stearns, LL.D.
"Every teacher needs such a work, and I should like to see it in every household," etc.—Hon. John D. Philbrick, LL.D., late Supt. Boston Public Schools.

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TREASURE-TROVE

FOR YOUNG PEOPLE

FOR DECEMBER.

This is a charming number of the young people's monthly. The full-page illustration, "The Night Before Christmas," introduces at once a holiday aspect, and is followed by Alfred Donnett's beautiful "Christmas Chant," and a story by the favorite contributor to the leading magazines—"Her Best Christmas," by Katharine McDowell Rice. "The Games We Played," by Calvin Maillard, tells in a pleasant way how to spend an evening. "Some Old Stories" gives Pandora and Perseus in a new dress. "The Story of Rembrandt," by Lucy Clarke, has a portrait of the "Prince of Etchers." Mrs. Elizabeth P. Allan contributes a story of school life, founded on fact; it is called "Who Did It?" A pretty story for young girls is "Susie's Ghost," by W. Sloan Dixey, illustrated. Lizzie Bradley gives some helpful advice in "How I made my Christmas Gifts." A thrilling account of a boy's experience on the seas is told by Alice M. Kellogg, in "A Sailor's Story." The Scholars' Department contains a dialogue, recitation and declamation. The Little Ones will be charmed with their page and the beautiful illustration to the story, "Jessie's Lunch." Other good things are found in this number, including information upon a variety of subjects which every bright boy and girl should know about.

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We would call the attention of teachers in quest of works on Physiology and Hygiene, to the advertisement of Clark & Maynard, on the last page of this issue. The work is very valuable and highly recommended by those using it. For further particulars, address the publishers.

We call attention to the announcement of "Educational Money," or Currency for our Boys and Girls in school, published by R. W. McKee & Co., Pittsburgh. This firm certainly has, in its very simplicity, the best and most practical system for curing the great evils of tardiness and irregularity, besides its power of arousing research and investigation, by the circulation of its numerous practical questions. Read their advertisement carefully, and then write for further particulars.

To LECTURERS AND EDUCATIONAL INSTITUTIONS.—We would call attention to the advertisement, on another page, of a Stereopticon for sale. The instrument, with its accessories, is a very superior one, and those wishing a first-class outfit of this kind, at a low price, will do well to examine it.

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